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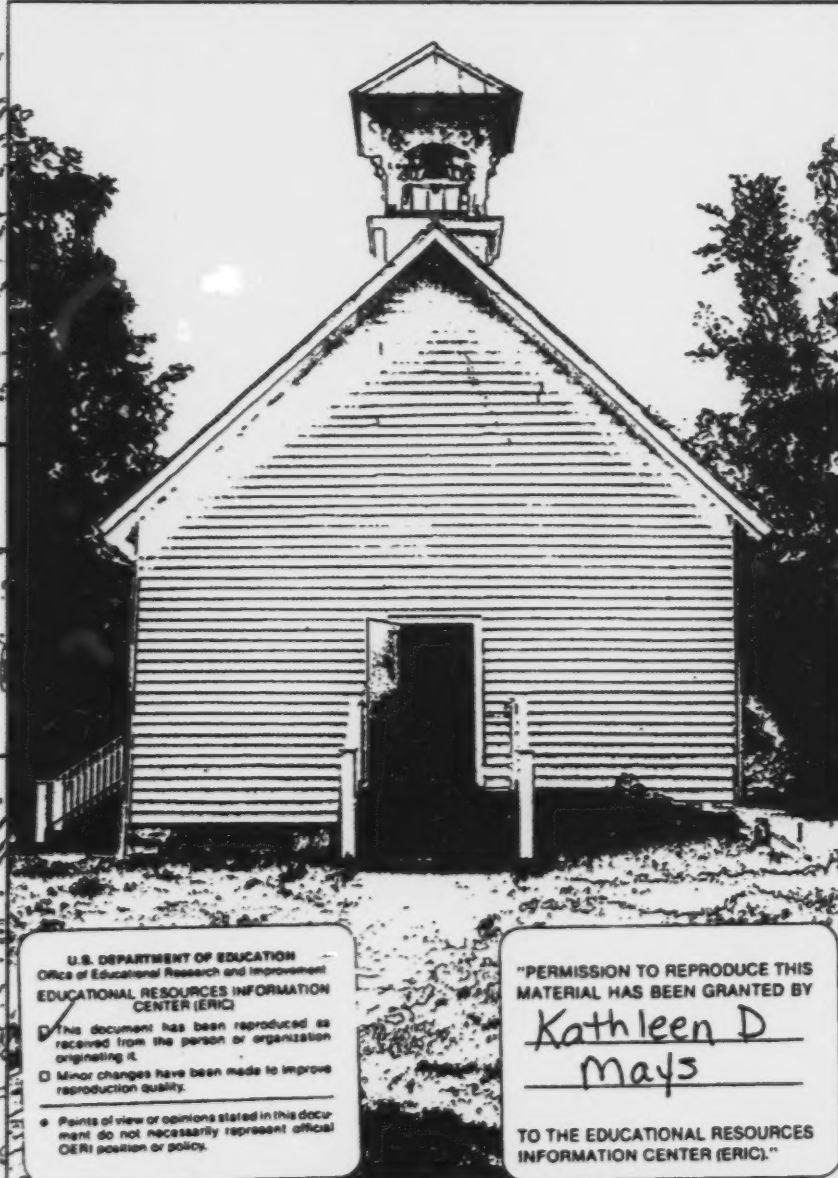
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ABSTRACT

The one-room school experience is a part of U.S. and Tennessee history that should be preserved and shared. Since the last generation of scholars who attended one-room schools will soon be gone, the Jonesborough-Washington County (Tennessee) History Museum recreated this early system of education through a "living classroom" heritage program in an original rural one-room schoolhouse: Oak Hill School. On a field trip to Oak Hill School, students participate in a school day in 1892. Lessons from era textbooks are taught in a manner consistent with one-room schooling. Students use slate pencils and slate boards, practice arithmetic drills and spelling lists, make copybooks to practice penmanship with a quill pen and ink, wear school clothing of the period, bring lunch in lard pails, and play 19th-century games during recess. Although this guide was produced to prepare students for class visits, background information is included to enable any teacher to turn his or her classroom into a late 19th-century one-room school. The experience is designed to enhance the fourth-grade Tennessee social studies and language arts curriculum but is adaptable to other grade levels. Sections of this guide cover background information on America's one-room schools of the 1890s; rural education in Washington County, 1892; previsit, visit, and postvisit class activities; teacher forms and information for on-site visits; and a glossary, bibliography, and list of resource material suppliers. An Appendix contains additional 19th-century resource materials. (SV)

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Heritage Education Center
An 1886 One-Room Schoolhouse
Teacher's Resource and Curriculum Guide



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OAK HILL SCHOOL HERITAGE EDUCATION CENTER

AN 1886 ONE-ROOM SCHOOLHOUSE

Teacher's Resource and Curriculum Guide



Prepared By

**Jonesborough-Washington County History Museum
117 Boone Street
Jonesborough, Tennessee 37659
423/753-1015**

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OAK HILL SCHOOL TEACHER'S RESOURCE AND CURRICULUM GUIDE

To use in preparation for class visits to the 1886 Oak Hill School, a one-room school located on Sabine
Drive behind the Historic Jonesborough Visitors Center,
Jonesborough, Tennessee

-or-

To use as a guide for turning any classroom into a one-room school experience

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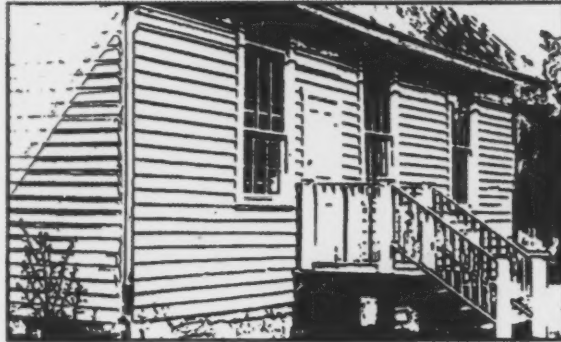


Oak Hill School Class of 1902

spent many hours beyond her consultation duties, researching information and writing portions of the guide. Dr. Herrin spent many hours proofreading and editing, for which the museum staff will always be grateful.

Thanks also goes to several local educators who were instrumental in reviewing the activities

included in the curriculum to ensure its effectiveness. Elizabeth Vines involved students from the school-age child care program in completing various pre-visit activities and helping with the school's restoration by painting a portion



Oak Hill School, 1999

of the building. Jean Smith, fourth-grade teacher at University School, a facility of the Washington County School System located on the campus of ETSU, used the curriculum guide while her class was studying Tennessee's early history. This class also completed all the pre-visit activities and was the first to make an on-site visit to Oak Hill School. Jan Crowder, fourth-grade teacher at Ezell-Harding School in Nashville, Tennessee, reviewed the guide for the effectiveness of its information and activities when an on-site visit is not possible. Bill Stanton, social studies education teacher at Science Hill High School in Johnson City, provided guidance for conducting research on the 1890s era.

A special acknowledgment goes to Dr. Alan Holmes, Assistant Professor of English at ETSU. Through the Service Learning Program, Dr. Holmes's fall semester 1998 composition students conducted oral histories of Oak Hill School alumni, providing much needed information about life at Oak Hill School and the Knob Creek Community. Copies of the audio tapes and transcripts are stored in the Jonesborough-Washington County History Museum and in the Archives at the



Center for Appalachian Studies and Services on the ETSU campus. ETSU students Heather Voyles and Shinnah Smith worked in the museum office, conducted research, and compiled information.

Information about Oak Hill School and its alumni would not have been complete if not for the efforts of Margaret Holley, Oak Hill School alumna. She not only shared memories and photographs of Oak Hill School but also provided a list of Oak Hill School alumni and teachers who were willing to share stories and information. Thanks also to all Oak Hill School alumni who agreed to be interviewed so their memories and stories could be put on record for future generations

Though not directly involved in the production of the curriculum guide, many people worked diligently to ensure that the Oak Hill School building was ready on time. Many community volunteers, businesses, and local craftsmen put forth a tremendous effort to restore a building that had been vacant for over forty-five years before being



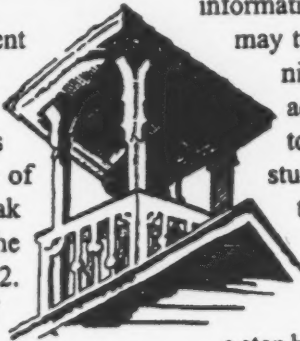
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Lastly, appreciation goes to Penelope Lane and the Tennessee Humanities Council for believing that the museum had a worthwhile project and providing the necessary funding to make this resource and curriculum guide available to the public.

INTRODUCTION

The One-Room School experience is one part of United States and Tennessee history that should be preserved and shared with children of all ages. The purpose of this project is to make others aware of this rich heritage, to help others see how far the field of education has come, and to inspire in others a sense of responsibility to preserve this part of history for future generations. The generation of scholars who attended one-room schools will soon be gone. Therefore, the Jonesborough-Washington County History Museum is re-creating this early system of education through a "living classroom" heritage program in an original 1886 rural one-room schoolhouse—the Oak Hill School.

The past will become the present as children experience history from the inside out. Students will participate in an historic school day as the year 1892 unfolds. The Pledge of Allegiance, not in existence when Oak Hill School was built, will be said in the original form that was adopted in 1892. Lessons will come from textbooks of the era and will be taught in a manner consistent with that of one-room schooling. Students will use slate pencils and slate boards to practice arithmetic drills and spelling lists. Copybooks, made by the students and brought with them to the school, will provide the paper to practice



their penmanship with a quill pen and ink. Wearing school clothing of the period, bringing lunch in lard pails, and playing nineteenth-century games during recess are also part of the day's program.

Through this project, children will gain new insights into childhood work, play, and family and community life of earlier times. They will also learn the importance of preserving and restoring historic structures such as the schoolhouse, and why historic buildings should be saved.

Although this guide was produced to prepare students for class visits to the restored Oak Hill School, we realize that on-site visits are not always possible. Therefore, enough background information has been provided so that any teacher

may turn his or her own classroom into a late nineteenth-century one-room school. In addition, though the curriculum is designed to enhance fourth-grade Tennessee social studies and language arts, it is also adaptable to other grade levels.

We hope you find your experience at Oak Hill School Heritage Education Center to be a most enjoyable one. Take a step back in time; walk in the shoes of someone over one hundred years ago; look forward and notice the changes through the years; and then dream about what is still to come in the world of education.

Jill Sauceman, Museum Education Specialist
Jonesborough-Washington County History
Museum

PROJECT GOALS

The mission of the Jonesborough-Washington County History Museum is to inspire and develop an appreciation for the history of Jonesborough and Washington County through preservation and education.



Oak Hill School: An 1886 One-Room Schoolhouse Teacher's Resource and Curriculum Guide promotes this mission by assisting students in developing knowledge of and appreciation for the rural education system of our ancestors in Northeast Tennessee.

As a result of their participation in hands-on activities, the students will be able to compare and contrast today's educational system with the educational system in a one-room school of the late nineteenth century.

The activity-based curriculum provides living history for current and future generations to preserve, experience, and enjoy our educational, cultural, and architectural heritage. These activities will comply with current Tennessee Fourth-Grade Curriculum Guidelines in language arts, mathematics, social studies, physical education, visual arts, and music.

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America's One-Room Schools of the 1890s



THE LATE NINETEENTH-CENTURY ONE-ROOM SCHOOL

All through the nineteenth century the one-room school was frequently the focus for people's lives outside the home. Besides being used for the daily routine of educating children, it was a place where church services, Christmas parties, **hoe-downs***, community suppers, lectures, and spelling bees were held. The school provided social contacts outside the family unit and became an extended family in itself. Most of the time school attendance was voluntary and varied from day to day depending on the weather, need for labor at home, and affection for the teacher. Often children were sent to school before the age of six not only to get them out of the house, but because it was thought that school was the proper place for children.

Teachers were both male (the schoolmaster) and female (the schoolmarm). If a female teacher married, she had to quit teaching because her most important job then became taking care of the household for her husband. Every family in the community would take care of the teacher's needs, often providing a place to live until he or she could establish one. In some rural communities, families paid the teacher's salary while others provided food and staples.

Before 1900, rural schools had two terms of schooling during the year—summer term from May until August and the winter term from November through April. It wasn't until after 1900 that nine-month school terms from September to May came into effect. Older boys who were needed in the fields during the growing and harvesting seasons would attend school only during the winter term. Winter term also caused many hardships for the students of one-room schools. The cold winter air would blow through the cracks in the building leaving the warm air in the center of the room around the **pot-bellied stove**. Those farthest away from the stove would freeze and those close to the

stove would roast. Heavy wool clothing was a must to keep warm, especially heavy wool socks. However, as children's cold feet would warm up, it would cause intense itching and constant shuffling of feet under the desks.

School usually took place between the hours of 8 a.m. and 4 p.m. Most children who didn't have a horse or pony, had to walk anywhere from a short distance up to three miles to attend class. Chores, such as milking the cow, feeding the chickens and pigs, gathering eggs, carrying in wood, and bringing in water had to be completed before beginning the trek to school.

Many late nineteenth-century schools were ungraded, and students were seated according to their general level of ability. Usually, this meant that the younger students were in front and older ones in the back. Students were promoted to the next level when the teacher believed they were ready. Children were exposed to lessons many times; therefore, the younger children would know the lesson well when it came their turn to study it. Older students would sometimes help the younger ones, freeing the teacher to perform other duties.

Reading, good **penmanship**, and arithmetic, were stressed more than the other subjects. These subjects have been referred to as the **Three Rs** of education—

Reading, 'Riting, and 'Rithmetic. By adding recitation, an important element of the reading lesson, teachers would sometimes call it the **Four Rs**. With the scarcity of books and paper, much memorization and oral drilling took place. Students would learn by "**rote**," which meant to memorize and recite. To "**cipher**" meant to do arithmetic problems, either orally or on **slate boards**. To "**parse sentences**" meant to explain the meaning and function of each word in a sentence, a precursor to diagramming sentences in the twentieth century.

While learning was taking place, good behavior and strict discipline were enforced. Teachers



7 *Note: Words in bold print are defined in the Glossary.

punished those who misbehaved or did not abide by the rules.

At the end of the school year, children took an oral exam covering spelling and arithmetic

problems, and answered questions on many subjects. This helped the teacher determine the next year's level of study for each student.

DESCRIPTION OF A TYPICAL ONE-ROOM SCHOOL BUILDING

Early one-room schools in America were small and made of thick hand hewn logs or blocks of sod. By the mid- to late-nineteenth century, progress allowed for much larger buildings covered in **clapboard siding**, **board-and-batten siding**, stone, or brick. Wooden buildings were unpainted before the 1870s and painted white afterwards. It was during the 1870s that planned designs became the source of information used to build one-room schools. The majority of one-room schools were rectangular, though some were square. The buildings ranged from 20 to 30 feet wide by 30 to 40 feet long. Many were built on stone foundations located on the least fertile ground, particularly in a farming community, and were within walking distance of the pupils. Located a short distance behind the school was the **outhouse**. Occasionally, two **outhouses** existed, one for the boys and one for the girls.

Roofs were usually simple **gabled** structures made of **shake shingles**, tin, or as used later in the nineteenth century, mass-produced shingles made of materials available in a particular geographic area. A **belfry** was usually placed above the entrance to the schoolhouse. This became a status symbol for many nineteenth-century school districts. The tower was both decorative and practical. The bell was used to call children to school, to warn the community of dangers such as fires and accidents, and to ring in holidays and special occasions.

Most rural one-room schools had one entrance door, although a few had two doors, one for the girls and one for the boys. Floors inside the schools were usually made of plank wood or **tongue-and-**

groove wooden flooring. The wood was maintained with a light coat of raw **linseed oil**. Many students spent after-school hours "oiling the floor."

Two to four small-paned windows were widely spaced on one or both of the long sides of the school. Windows on one side were favored by those who thought that light coming from two directions (cross-lighting) could harm the eyes. Therefore, some schools in the 1890s were directed to put in windows on the side where light could fall over the left shoulder. It was a great idea for right-handed pupils, however no thought was given to the left-handed pupil as the left arm blocked out the light. When possible the windows were placed on the north side of the building to provide even, year-round light. Windows were the primary source of light during the day. Kerosene lamps were used for special evening events. **Half-curtains**, usually made by the teacher, were used to cover the windows in order to let light in, but to discourage daydreaming out the window

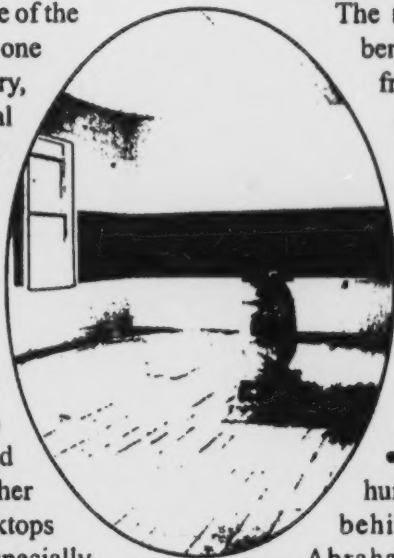
The **cloakroom**, located at the back just inside the entrance, was the place where coats, caps, and lunch pails were kept. It consisted of hooks or plain nails placed approximately four feet from the floor, with a wooden shelf along the wall above the nails.

Blackboards ran across the front of the room and sometimes down the sides. Several wooden boards from the wall were simply painted black for most one-room schools. If the school district could afford them, **slate boards** were installed. Chalk trays made from two 1-inch by 2-inch by 10-foot strips of wood usually ran the length of the **blackboard**.

ONE-ROOM SCHOOL FURNISHINGS

DESKS

Desks of all sizes were used because of the varying ages of students sitting in one room. By the late nineteenth century, patented oak desks with ornamental ironwork on the sides became the norm. (The back of the first desk was the writing surface for the student at the second desk.) The wooden seat also folded up for easy floor cleaning. These desks were made with feet that could be secured to the floor with nails or screws. Some schools opted not to do this so the desks could be moved when the building was used for other events. Most of these wooden desktops had holes on the right side where a specially made round ink well jar was kept.



RECITATION BENCH

The **recitation bench**, a long wooden bench with a back, was placed in the front of the room, either to the side of the teacher's desk, or directly in front of the school desks. One grade level at a time would "**turn, rise and pass**" to the recitation bench for their lesson with the teacher, while other grades worked on their assignments at their desks.

MISCELLANEOUS ITEMS

- A portrait of George Washington hung six inches above the **blackboard** behind the teacher's desk. Often Abraham Lincoln's portrait would accompany Washington's.
- The American flag stood in some rural schools but was not widely used until 1900.
- If affordable, a Regulator brand clock was hung in the school room. This standard school clock had Roman numerals on a white face, a dark wood casing, and was about two feet high.
- A small wooden table or bench was placed in the back of the room to support a **galvanized water bucket** with one tin dipper from which everyone drank.
- **Slate boards** were placed at each desk along with old rags to use as erasers.
- **Slate pencils** for use on the slate boards were stored in the teacher's desk along with lumps of chalk, unlike the perfect cylinders of chalk used today.
- **Quill pens** were often kept at the students' desks or in the teacher's desk.

TEACHER'S DESK

The teacher's desk was simply a four-legged oak table, with a drawer for storage. Other one-room schools had slant-top teachers' desks with tops that lifted up to store books, the class register, ink well jar, wooden rule (*ferula* or *ruler*), extra readers, and a dictionary. There was a flat area on the top of the slanted desk where the teacher's handbell rested. Sometimes the teacher kept a vase handy for flowers that the students would bring.

POT-BELLIED STOVE

Rural schools used **pot-bellied stoves** for heating. The stove was usually placed in the center of the room. Large cast-iron legs sat on a heat-reflecting metal pad. Most stovepipes went straight up through the ceiling and out the roof. Other stovepipes went up and made a 90-degree turn, continuing along the length of the room toward a chimney at the short side of the building. This allowed access to more heat from the pipe itself. Sources of fuel for the stove were wood, coal, cow chips, and twists of hay.

A TYPICAL SCHOOL DAY IN THE 1890s

The one-room school day typically began at 8 a.m., after a 2- to 3-mile hike for children who didn't own horses or ponies. Long before the students were to arrive, the teacher, with the help of older students who were assigned chores, brought in firewood for the **pot-bellied stove** and water for drinking and handwashing. As the school bell rang, students formed two lines—boys in one and girls in another—from the youngest to the oldest. The teacher stood by the door to greet the students. The girls entered first, hung their coats on the hooks, placed their lunch pails on the shelf, then stood by their desks while the boys entered accordingly. As the children entered, they "**made their manners**" by **curtsying** or bowing to the teacher.

The teacher made his or her way to the front and called attention for the Pledge of Allegiance (see next page). After this, the Lord's Prayer was said or a lesson was conducted in moral instruction using the Bible as a reference. Sometimes a song would be sung. Children were then seated and the roll was called.

As the morning exercises began, the teacher would explain the assignments for each grade level. As one grade would "**turn, rise, and pass**" to the **recitation bench**, other grades would work on assignments at their desks. Reading was always the first subject taught. Students would be called individually to "**toe the mark**" and recite a passage from memory or read aloud from a textbook.

After a short "**turn-out**" for privy privileges (girls first, then the boys) and recess, the arithmetic lesson began. Younger children completed their work on a **slate board**. The teacher checked each younger child's work and sent him or her to the back of the room while the older students were called to the front to practice their oral math drills.

Next came the **penmanship** lesson, for writing

in a good hand was a valuable skill. In the copybooks students wrote their names, the date, and a **maxim** or two. Again, a moral lesson was taught by discussing the meaning of the **maxim(s)**.

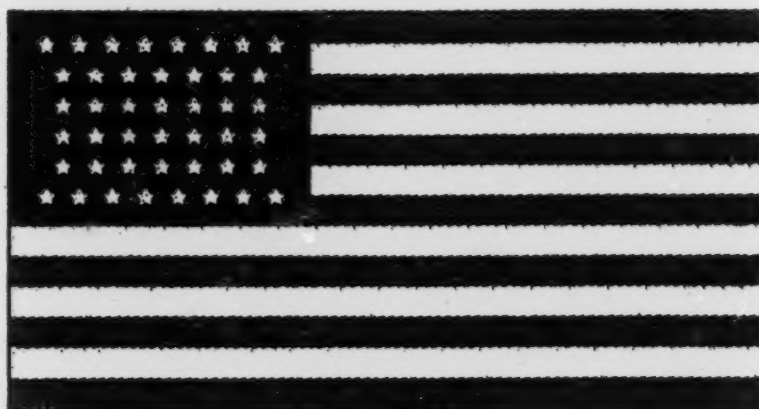
The "**Three Rs**" (Reading, 'Riting, and 'Rithmetic) were the most important subjects stressed in early one-room schooling. These were all completed in the morning before the hour-long lunch session.

When it was time for the noon lunch hour, each row of students went to the shelf in the back of the room to get their lunch pails and a tin cup full of water. In warm weather, lunch could be eaten outdoors. In cold weather, students ate at their desks. After eating, students would have time to play games and help carry in more firewood and water. The bell rang to signal the end of the lunch hour and students lined up to enter the schoolhouse if they were outside.

The afternoon sessions began with a grammar/spelling lesson followed by a history lesson. After another short recess and **privy break**, students read and discussed a moralistic story. This provided an opportunity to polish their skills in **elocution** as they spoke about the story.

The geography lesson ended the coursework for the day, except on the day of the weekly **spelledown**. **Slate boards** were cleaned, books were put away, and special announcements were made. The chore assignments for the next day were handed out, and row by row, students retrieved their coats and lunch pails and returned to their desks until dismissed. As students left the room in an orderly fashion, the teacher stood by the door to bid them farewell. Students who misbehaved during the day were sometimes kept late and had to sweep the floors, gather and wash the tin cups, or submit to any other punishment of the teacher's choice.

*Pledge of Allegiance to the Flag
of the United States of America*



1892

I pledge allegiance
to my flag and to
the republic for
which it stands,
one nation,
indivisible, with
liberty and justice
for all.

SCHOOL DISCIPLINE AND MANNERS

Strict discipline was found in most one-room schools. The teacher was in charge and the families expected the teacher to enforce rules and keep order. Families knew that they were paying to maintain the local school and wanted to get their money's worth in the education of their children.

When the school day began, children were required to file into the one-room school in silence, girls first, in a line youngest to oldest, followed by the boys. No time was wasted for lessons to begin because the business of school was regarded as serious. Students could range in age from 6 to 16 with varying skill levels, so the teacher had no time for foolishness.

Students were expected to show respect for their Maker, parents, schoolmarm/master, and friends. They were to "Speak the truth, be honest, be punctual, be clean and be kind."¹ The discipline used for not following rules was strict and swiftly administered. Common forms of discipline were whipping with a **ferula**, a rod or ruler 15 to 18 inches long used to strike the palms or buttocks; **hickory stick** spankings; standing in a corner; and sitting on a stool with a **dunce cap** on the head.

Some other forms of punishment included standing with one's nose inside a drawn circle on the board, memorizing long passages with moral messages, writing sentences over and over, and copying moral messages. The loss of recess, cleaning of the floors, and, what was thought of to be the worst punishment for boys, sitting on the girls' side of the room with a bonnet on their head, were all methods used to discipline students in one-room schools. The connection between school and home was a close one with students being punished again upon returning home from school.

"The schoolmarm/master challenged pupils to 'keep' each and every day and likewise reminded the boys and girls to '**make their manners**' to their parents when they reached home. To **make their manners**, a girl curtsied, boys bowed or nodded. An apple for the teacher or a bouquet of wild flowers was a kind way to **make one's manners** to the teacher. Little gifts for any reason, for any occasion, spell out a way now to **make one's manners**."²

¹Joannie Appleseed's Quill Pen, *Caldwell One-Room School* web site: <http://www.msc.cornell.edu/~weeds/SchoolPages/Essays/rules.html>

²Ibid

SCHOOL CLOTHING OF THE 1890s

Clothing for most rural school children came from **hand-me-downs** of older brothers and sisters. Most children received only one pair of new shoes per year. **Pantalets** for the girls were often made at home from old sugar sacks. In very cold weather, both boys and girls wore long underwear (long johns) under their clothing.

BOYS

Boys would wear clothes one or two sizes too big because they received **hand-me-downs** from older siblings. They wore long-sleeved shirts with collars and cuffs in plain colors. Sometimes suspenders or rope belts were worn to keep their pants up. Bib overalls were also popular as well as **knickerbockers** (knickers) that were cut to just

below the knee. Pants of any kind were usually dark and plain. Long, dark, heavy socks were pulled up to the bottom of the knickers and sometimes kept in place with **garters**. Dark, over-the-ankle, lace-up shoes were also worn. In the winter, boys wore wool socks, heavy boots, wool coats, and caps with ear flaps.

Boys visiting the living classroom of a one-room school can wear long socks outside their oversized pants in order to resemble knickers.

GIRLS

Girls wore plain, long dresses or gathered skirts, sometimes with petticoats or long bloomers. Long-sleeved blouses, usually white, were worn with the

skirts. Occasionally, an apron would cover the length of the dress or skirt and blouse. Long black or white stockings held in place with garters, and dark, lace-up, over-the-ankle shoes were also normal schoolwear. Large bows or ribbons in the hair were also popular. Sunbonnets with bavolets were used in warmer weather to protect the face and neck from sunburn. In the winter, scarves, sweaters, shawls, and heavy wool coats were worn. If affordable, heavy fur caps were worn in the place of scarves tied around the head.

Girls visiting the living classroom of a one-room school can wear plain dresses, gathered skirts, and blouses of



their mothers' or older sisters.' Clothing doesn't need to look nicely pressed and starched, but it should not be terribly wrinkled.

TEACHERS

Most schoolmasters (men) wore dark suits with a batwing (bowtie) or necktie and a boiled (clean) white shirt, dark, lace-up shoes, and dark socks.

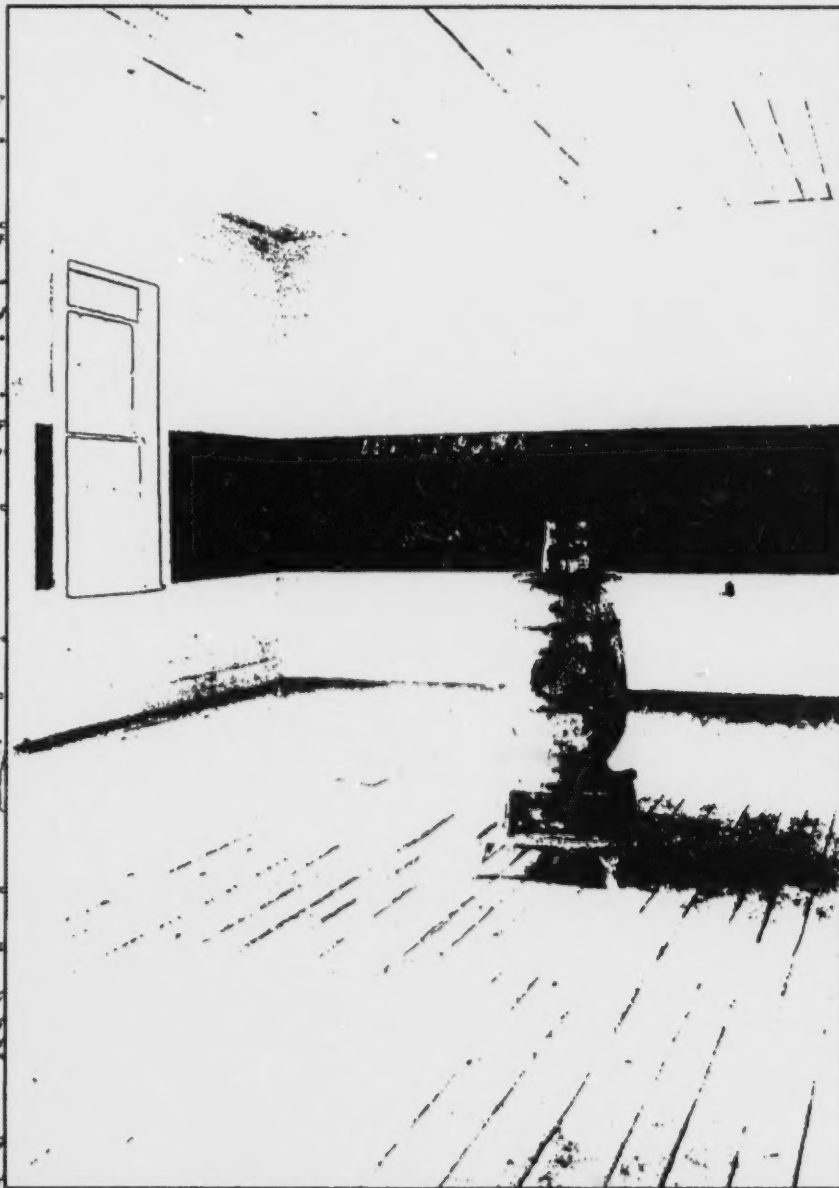


Schoolmarms (women) wore dark skirts with petticoats or crinolines and light colored, high-neck blouses, sometimes with puffy sleeves. A jacket to match the skirt was often worn in cooler weather, making a nice suit. Dark, lace-up, over-the-ankle shoes and dark, long stockings were also part of the attire.

NOTES

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Oak Hill School and Rural Education in Washington County, Tennessee, 1892



HISTORY OF EDUCATION IN WASHINGTON COUNTY TENNESSEE, 1780-1892

Settlers came to Washington County, the first settlement west of the mountains, as early as 1760. In those early days, education was considered to be the responsibility of the church and home, with learning a trade emphasized over a formal classical education. Samuel Doak, one of these early settlers, was a Presbyterian minister and graduate of Princeton University. In 1780, he visited the Salem settlement, five miles west of Jonesborough, founding a church and a school named Martin Academy. The Academy was granted a charter by the State of North Carolina in 1783, becoming the first organized school west of the mountains. Twelve years later, in 1795, the academy became known as Washington College, named for President George Washington.¹

Jonesborough was established in 1779 and became a part of Tennessee at statehood in 1796. John Sevier, the first governor of Tennessee, reached an agreement in 1806 with the United States Government for the title to thousands of acres of land. This land, known as the Hiwassee District, was to be sold by Tennessee for the benefit of public education. The land sale produced very little money, but it provided the beginnings of a public school system for the state. The first law authorizing local taxes for the support of **common schools** was passed in 1829, and in 1830, the State Legislature set up plans to distribute the funds gained from the Hiwassee District land sale. Schools were established in each county after land had been secured.

Washington County deeds recorded between 1830 and 1860 include a few land deeds designated for these **common schools**. An 1845 notice in the *Jonesborough Whig* newspaper advertised political candidates speaking at Brown's School in Telford and Campbell's School in Bowmantown. Brown's School was built on land sold to the county in 1830. Campbell's School, located midway between the Oakland and Bowman communities, was built on land donated by the Campbell family.

In 1835, Tennessee's second constitution charged the General Assembly to "cherish literature

and science" and recognize that "Knowledge, learning, and virtue were essential to the preservation of republic institutions." Tennessee's first state superintendent of public instruction, Colonel Robert H. McEwen, formulated plans for statewide public instruction with funding coming from the state. Unfortunately, the General Assembly abolished the state superintendent's office in 1844, naming the state treasurer superintendent in the years 1844 to 1867, and 1870 to 1872. Colonel McEwen's vision of state funded public instruction was abandoned.

Not everyone was pleased with the **common school** education. The schools established by the Legislature had suffered from a chronic lack of funds. Charles Longmire presented a petition in 1851 to the General Assembly asking the state to correct the inadequacy of **common schools** in Washington County and recommending that the state amend the **common school** law to give school commissioners the authority to lay tax on each schollar [sic].³ When Andrew Johnson was governor in 1853, he endorsed state-supported schools. Because of Johnson's efforts, the Legislature passed an act in 1854 establishing Tennessee's first state tax for public schools.

Private and **subscription schools** where widespread in the 1800s with learning provided for those who could afford to pay tuition. In a **subscription school**, the schoolmaster contracted with a number of families to teach certain subjects for a set tuition rate for a specified time. In 1802 in Washington County, Phillip Denham contracted with a number of families to teach spelling, reading, writing, and **cliphering** for a term of one year at an area now known as Johnson City. The original agreement can be found in Johnson City's Science Hill High School library.

John C. Harris recorded a private or **subscription school** in Jonesborough in 1812, near First Street and Woodrow Avenue. Other earlier **subscription schools** may have existed, but no records have been found. The Hebron Presbyterian Church moved to Jonesborough in 1816 and built

an early **subscription school** called Martin Academy (not to be confused with Doak's Martin Academy, now Washington College). The Academy was in a two-story brick building one block off Main Street, with classrooms for the boys on the upper level and worship space on the lower level. This building was used until 1841 when John Green deeded two acres of land for the sum of two hundred dollars, for a new two-story brick school building. The Odd Fellows and Masons took over Martin Academy in the late 1840s as a public service project.

The women of Jonesborough took an interest in private education early on with Mrs. Stephenson opening a school for female students in 1820. In 1828, Mrs. Howard (probably the wife of newspaper publisher and print shop owner Jacob Howard) operated a school for young ladies; and, in 1837, Mrs. Catherine Emerson established a small school for young children on Woodrow Avenue. On a larger scale, the Jonesborough Female Academy was established in 1833 and offered a comprehensive course of instruction for girls.

The Odd Fellows Lodge purchased the original Martin Academy property in 1852. After building an elaborate two-story brick building, they united with the Jonesborough Female Academy and opened Odd Fellows High School. In 1856, Holston Female Institute opened in the Jonesborough Baptist Church and remained until funds were raised to move the school into a two-story brick building on East Main Street.

Other areas of Washington County also established **subscription schools**. The Boones Creek Community had two small **subscription schools**, Franklin Academy and a school held in Boones Creek Christian Church. These schools were very small, causing community leaders to establish the Boones Creek Seminary, for which Lawrence Bowers donated the land in 1851. Boones Creek Seminary's tuition was twelve dollars per session, with students studying Latin, Greek, logic, morals, and criticism. Other **subscription schools** of record in Washington County are "The Seminary" and the McLin School. "The Seminary,"

a one-room brick building, was built in 1842 in the Fall Branch community. Records show that Mr. J. R. Lane was contracted in 1851 by thirteen families to teach at the McLin School, located on McLin Bend of Big Limestone Creek.

The Civil War and its aftermath caused the closing of female schools in Jonesborough and the opening of schools for freed slaves. Jonesborough's Martin Academy was used as a military barracks and nearly destroyed by war's end. Holston Female Institute was sold to Colonel R. H. Dungan, becoming Holston Male Institute or the Dungan School. (The Odd Fellows High School closed, leaving Jonesborough with no school for girls.) Other Washington County schools also showed the effects of the war as Fall Branch's original Seminary building was destroyed and many other schools in the county closed due to severe war damage. The Boones Creek Seminary survived several attempts to burn it down during the war. Two of the few **area subscription schools** that remained open during the Civil War were Laurel Hill Academy in Broylesville and Franklin Academy in Telford.

In all probability, the first school for black children in Washington County was started in 1867 by Mr. Judson at Mt. Zion. In 1875, the Society of Friends (Quakers) established Warner Institute in Jonesborough as a school for freed blacks. This was located in the building formerly operated as Dungan School. Langston School, in Johnson's Depot, began in the 1860s. Dr. Hezekiah Hankal, a physician and minister, and Professor Wolfe were instrumental in starting the drive for a school building program to house the increasing black population in Johnson City. In 1889, their school was held in Johnson City's Main Street Christian Church. In 1891 and '92, while the new building was being constructed, the school met in the two Baptist churches.

Johnson's Depot, later called Johnson City, was established in 1858 with the advent of the railroad system. School buildings were constructed but there was no formal attempt at public education for the small community. A group called the "Science Hill Debating Society" organized in 1864 at Oak Grove and met for a time in a school located on

Roan Hill and at a school in the Brush Creek-Cedar Valley area. After Tipton Jobe donated several acres of land for a new school building, Science Hill Seminary was built and its doors opened in 1868. The name Johnson's Depot was changed to Johnson City, and by 1892 there were several school buildings. But much of the growth of education in Johnson City occurred after 1892. The Martha Wilder School, on East Myrtle Street, was built on land given by General John T. Wilder and named for his wife. Columbus Powell on South Roan Street was built on land given by J. Allen Smith of Knoxville and named for Mrs. Smith's father. The Lusk School on North Roan and Watauga housed elementary students.

By the late nineteenth century, the general condition of schools and the educational system appalled many. As much as one-fifth of the adult population had never attended school. The State Teachers Association became involved and in 1873 submitted a bill, signed by Governor John C. Brown, that provided the framework for a statewide system of public schools. The legislature levied a

tax to pay for the new schools and teachers' salaries. These new public schools held classes for grades one through eight, with academies available for the high school grades.

Washington County was divided into 19 school districts, with each district having its own school director who was responsible for the overall operation of the schools. The length of the school term depended on how well the director managed the funds, and there were no standard textbooks or starting and closing dates. In 1886, during this era of public school expansion, Oak Hill School was built. Many other school buildings also appeared in Washington County, thus providing an education available to all.

¹History of Washington College Academy, Washington College

Academy web page: <http://www.wca-pvt.com/Whistory>

²History of Education in Tennessee, Tennessee Department of

Education web page: <http://www.state.tn.us/education/edhist.htm>

³History of Washington County Tennessee 1988 (1988). Watauga

Association of Genealogists Upper East Tennessee page 63.

THE KNOB CREEK COMMUNITY

Knob Creek began as one of the earliest settlements in the central-northeastern part of Washington County, Tennessee. Rev. Samuel Doak and Hezekiah Balch organized the Hebron Church at the head of Knob Creek in 1790. They constructed a log building which was also used as a schoolhouse. In 1847, the congregation built a new church in Jonesborough and changed the name to Jonesborough Presbyterian Church. The Knob Creek Brethren Church was established in 1799. Services were held in homes until 1834 when a log church was built, which was replaced by the current church in 1905. On Knob Creek Road a stone monument marks the site of the William Nelson home, an ancient home of Methodists and Methodist preaching. Methodist Bishop Francis Asbury held annual conferences at the Nelson home in 1793, 1796, and 1797.

The Old Stage Coach Road ran through the community and then ran southwestward seven miles to Jonesborough, the county seat for Washington County.

Knob Creek was a self-sufficient community with schools and churches, **grist mills**, blacksmith shops, post offices, a **foundry**, a cotton spinning mill, and a sawmill. The creek, from which the community got its name, was central to this self-sufficiency. It emptied into the Watauga River and provided power for many water-powered, machine-operated businesses. The cotton spinning mill was located at upper Knob Creek by David Deaderick's home, with a nail factory nearby. A three-story **grist mill** stood on the Joseph Bowman homestead, with a power plant and sawmill on Daniel Bowman's property. A **grist mill** was also located below Oak Hill School on the Reed farm. George Miller had

several water wheels providing power for his machine shop, sawmill, and blacksmith shop. The Bashor Mill, built in 1832 by Henry Bashor, still stands. Other mills in the community were Bill Melon's grist mill, Peter Range's mill with two water wheels, and John Eden's and Buck Hale's mills near the mouth of Knob Creek.

Schools were an important part of the thriving Knob Creek community with education taking place at Hebron, a schoolhouse near the Peter Bowman house, at Oak Hill School, Carr School, and McNeil School. The only surviving school of the era is Oak Hill.

During the Civil War, Union cannons were positioned on upper Knob Creek along the Old Stage Road at Headtown Road. The Deakins house on Boones Creek and the Joseph Bowman house on Knob Creek Road were both hit by cannon balls during the war.

Today, the Henry Bashor Mill, Knob Creek Church of the Brethren, and several homes remain

in the community, which is a part of Johnson City. In 1981, Henry Bashor's Mill was placed on the National Register of Historic Places. The Knob Creek Historic District, the center of the Knob Creek community, was placed on the National Register in 1986. Early community history and artifacts can be seen at the Knob Creek Museum. This museum is the private collection of George & Margaret Sherfey Holley. Mrs. Holley is a life-long resident of Knob Creek and an Oak Hill School alumna.

The community still thrives but in a much different manner from its earlier times. Subdivisions and industry are taking over the family farms. A commercial shopping center now stands where Oak Hill School once stood. Instead of the old Stage Coach Road (which still exists in part), highways, train tracks, and an interstate highway cut through the countryside of the Knob Creek community.

HISTORY OF OAK HILL SCHOOL

Oak Hill School, also known as Knob Creek School, was a public school originally located in historic Knob Creek. The school was near the center of this community, providing an excellent place for educating children, as well as for social gatherings and special events.

The State of Tennessee built many one-room schools in 1885-86. Oak Hill School was completed in 1886, and was placed in the 10th District of the Washington County school system. The lumber was cut by Daniel Bowman for this large one-room rural school, which stood 38 feet by 24 feet, with three 18-pane windows on each side. It was constructed of poplar **clapboard siding** and topped with a **Victorian-style belfry**, displaying very ornate **scrollwork** on the supportive brackets. The **belfry** housed the school bell which was rung by pulling a rope that passed through the ceiling just inside the front door.

Oak Hill School's first class consisted of five different grades. A surge in attendance occurred in

the 1920s, when a curtain was used to divide the room into two classrooms. During the late 1930s, a wall was constructed to replace the curtain. At this same time an extra door was installed along the side of the building so each room would have a separate entrance. Electricity was added in 1941, replacing the oil lamps which hung from brackets on the walls. A coal-burning, **pot-bellied stove**, located in the center of the room, provided warmth during the cold months. When the wall was added in the 1930s, two **pot-bellied stoves**, one in each room, provided warmth for the winter.

The school served grades one through eight just before its closing in 1952. Except for a few bales of hay, the building stood empty for over 40 years. In 1992, it was donated to the Jonesborough-Washington County History Museum by Nancy Sell Roberts, the property owner. The building was moved in August 1996 to the present site in Historic Jonesborough to avoid demolition after the property on which it stood was sold.

The school is now safely located behind the Historic Jonesborough Visitors Center, which houses the Jonesborough-Washington County History Museum. Extensive restoration has taken place since the move to Jonesborough, including reinstalling the roof and belfry, replacing the foundation, repairing and painting the exterior and interior walls, and exposing the original five-inch pine board flooring. A brick sidewalk, a handicapped ramp, and new entrance steps have also been added. Much of the work was done by community volunteers, including the Washington County Sheriff's Department's Dirty Street Fighters.

Oak Hill School is now being used as the cornerstone of the museum's heritage education program. Each fall, children are able to spend the day experiencing education in an 1890s one-room classroom. Along with the "living classroom," the facility is used for other heritage programs such as making applebutter, dipping candles, spinning wool, and caning chairs. The schoolhouse is also open for special events including Preservation Week, Jonesborough Days, Quilt Fest, and the National Storytelling Festival, and is available to special interest groups for meetings, exhibits, and dinners.

SCHOOL GOVERNMENT FOR 1892

Public school administrators' thoughts on how a school should be administered in 1892.

"Teachers, to be able to govern your school well should be your highest aim. A school that is governed or kept quiet only by fear and threats of corporal punishment backed by muscle does not at all meet our ideas of a well governed school, but a school governed by the resolute, firm, thoughtful, kind teacher—first by governing himself, second by governing his pupils by giving them plenty of work to do and interesting them in the same so much that they will have no time for anything but study is a model school...

"In every school there are three important factors—the teacher, the pupils, the patrons. No two of these will make a complete whole, each has a work to do. The duty of the patron is to send his children to school regularly and promptly, and see that they are supplied with necessary books, etc. It is the duty of the children to recognize and regard the authority of the teacher, obey and respect him and prepare their lessons...

"The duties of the teacher are varied and many. The two most important ones are instruct the pupils and govern the school...

"Suggestions for governing the school are: Be just and impartial in your dealings with your pupils. Be kind and courteous in your intercourse with them. Be generous and ready to commend them for whatever, in their actions or work, is deserving or worthy of approval. Do not make a long list of rules and read them the first morning only to be broken the first evening, and get you into trouble the second morning; do not scold or threaten, do not talk too much, make no set speeches, do not govern the life out of your schools."

¹Watts, F.T. (1892). *Manual of Instructions and Regulations for the Government of the Public Schools and School Officers of Washington County*. Jonesboro, TN: Herald and Tribune pages 20-21

1892 TEACHER'S DUTIES¹

1. Every teacher must have a valid license or certificate, and must sign a contract with the School Directors.
2. Teachers must keep an adequate supply of fuel for the school and arrange for regular janitorial work.
3. Teachers shall be in the school room at least 15 to 30 minutes before opening the school (which shall be at 8:30 a.m., **suntime**), and shall see that the room is warm, the floor swept, and furniture dusted. He shall give a one-hour recess at noon, and a brief recess during the morning and afternoon sessions. The school day shall close at 4 p.m. The teacher should allow no pupils to loiter on school grounds after hours.
4. Each teacher should post up in his school room a printed program of exercises to be followed.
5. Teachers should assign pupils to the different grades to which their scholarship may entitle them.
6. The teacher shall require at least one **recitation** or exercise every day in spelling, reading, writing, arithmetic and English grammar, from every pupil belonging to the grades in which these studies are required, and shall require recitations and exercises in the other studies as frequently as practicable.
7. Teachers shall observe written compositions and conversation of pupils, and call attention to the errors they may detect therein, and correct them.
8. Teachers shall devote their whole time and attention to their schools, and shall maintain a strict discipline among their pupils in conformity to the principles of morality and good order.
9. Teachers shall treat the parents or guardians of the pupils attending the public schools with proper respect and courtesy.
10. No teacher shall allow the use of profane or indecent language, the use of intoxicating drinks, the carrying of weapons or playing of cards, or anything that in any way tends to demoralize the school, on the school grounds or on coming to or returning from school.
11. No teacher shall suspend his/her school without the consent of the Board of School Directors unless in the case of an emergency.
12. Punishment shall not be of such a nature as to injure the health or person of the pupil. Teachers may instantly suspend pupils from school in extreme cases of misconduct. No pupil shall, after suspension, be reinstated in the school unless by the direction of the Board of School Directors.

¹Watts, F.T. (1892). *Manual of Instructions and Regulations for the Government of the Public Schools and School Officers of Washington County*. Jonesboro, TN: Herald and Tribune, pages 16-19.

1892 RULES FOR STUDENTS AT OAK HILL SCHOOL¹

1. Pupils must enter and go out (of the school) in a quiet manner, in the order the teacher may direct.
2. At all times, pupils will conduct themselves as young ladies and gentlemen. Good manners will be expected.
3. Pupils shall attend closely to their studies during school hours.
4. Pupils will obey promptly all directions of their teachers, and have due respect for their authority.
5. Pupils will not speak unless spoken to. They shall not talk aloud, or in any way be boisterous in the school room.
6. When pupils wish to speak, they must raise their hand, wait to be recognized, then stand beside their desks before speaking.
7. When speaking, proper language will be used at all times.
8. There will be no giggling, whispering, or squirming in the desks. Pupils shall not disturb the tranquillity of the school room during hours of study by unnecessary whispering, and shall not pass from seat to seat nor walk about the school room during school hours, except by direction or permission of the teacher.
9. Good posture will be assumed by all pupils. Feet will be flat on the floor. Hands will be folded and placed on top of the desk when not working on lessons. Pupils should face forward at all times.
10. Everyone will abide by the Golden Rule: "Do unto others as you would have others do unto you." Pupils shall not inflict rude treatment on their fellow pupils; neither shall they be allowed to insult their fellow pupils by the use of abusive or offending language, but the pupils are expected to treat each other with courtesy.
11. No play endangering the safety of the pupils shall be indulged in, and quarreling among the pupils on the school grounds shall be promptly quashed by the teacher.
12. Pupils shall not deface nor in any way injure school property.
13. Pupils will raise two fingers to use the privy.
14. When asked to "toe the mark," pupils will come to the front of the room and place the tip of their toe on the designated mark on the floor. They will stand here and respond as the teacher asks them to pronounce and spell words or recite a story from one of the readers.

¹Watts, F.T. (1892). *Manual of Instructions and Regulations for the Government of the Public Schools and School Officers of Washington County*. Jonesboro, TN: Herald and Tribune, pages 19-20.

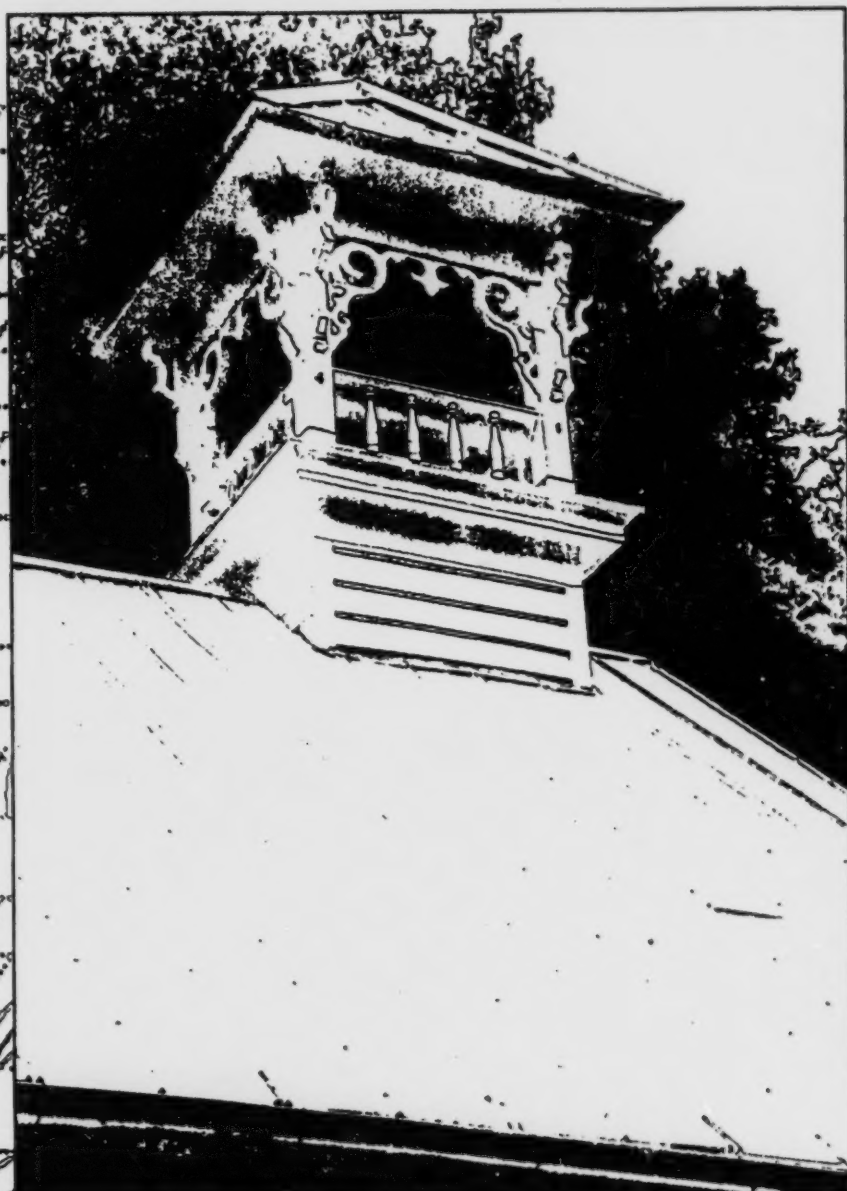
ATTENTION TEACHERS: It is important to stress these rules to your students since their day at Oak Hill School will be as it was over 100 years ago! Certain disciplinary situations and word phrases may be used while we role-play a typical school day. With the exception of corporal punishment (not to be used for our purposes) the discipline used in the late nineteenth century will be enforced at Oak Hill School to help the student experience what one-room school education was really like. Your students will need to be prepared for this since most are not used to the rigid regime. Perhaps it will be easier for students to adhere to these rules if they are told they will be play-acting, just as in the movies, and of course, actors take their roles seriously.

1892 FOURTH-GRADE COURSE OF STUDY

- READING:** Appleton's Third Reader. Special attention to sight reading.
- SPELLING:** Pupils will be expected to spell all words in any of their lessons, and other familiar words given by the teacher. Practice in use of dictionary and other books of reference; Diacritical marks. New American Pronouncing Speller to page 60. Phonic exercises.
- ARITHMETIC:** Robinson's Rudiments completed.
- LANGUAGE LESSONS:** Tarbell's Lessons in Language Book I completed. Graded Lessons in English to Lesson 49.
- GEOGRAPHY:** Mitchell's New Intermediate completed. Use maps as in Third Grade in connection with the lesson. Teach map drawing, sand molding, extending the instruction given in the previous grade to the important rivers, mountains, &c.
- WRITING:** Payson's Dunton and Scribner's, No. 1 (large), 4, (small).
- HISTORY OF TENNESSEE:** Illustrated by Maps—alternate with Reader.
- DRAWING:** Krusi's Synthetic Series, No. 2.
- ELOCUTION:** Same as prior year.
- MUSIC:** Tilden's Music Reader.

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Pre-Visit Activities



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DISCUSSION TOPICS

Teachers may assign one or more of the following topics for class discussion:

- Interview someone (family or friend) or arrange a class visit from someone who attended a one-room school.
- Read a book or watch a TV show or video about a one-room school, then discuss.
- Tell about visits to other one-room schools. What did you notice?

SMALL GROUP PROJECTS

Teachers may divide the class into small groups and assign the following:

- Prepare a list of things in your classroom today that you think would be found in a one-room school. Prepare a list of what you might see in a one-room school that is not found in your classroom. Compare the lists. Review them after the trip.
- Research what types of clothing were worn in the 1890s. If possible, obtain similar clothing and role-play "a scholar of the 1890s."
- Prepare a list of the kinds of work that the parents might have done in this area during the 1890s. What kinds of jobs are being done now that are different from the 1890s?

Tennessee Comprehensive Curriculum Guide:
Fourth-grade Language Arts

Writing:

The student will demonstrate the ability to use writing skills.

-Write comparisons; write descriptively about selected topics.

Reference:

The student will locate and apply information using reference study and life skills.

-Select the appropriate reference material.

HANDS-ON INDIVIDUAL ACTIVITIES

Pre-Visit Activity #1 **Creating a Copybook**

Please note that this copybook is necessary for the students to prepare before their visit to Oak Hill School. It will be used as part of the living classroom experience.

For making one copybook:

Materials: Light brown paper for copybook cover
*Sample copybook pages from Appendix, page 95-97
Paper hole punch
Yarn (12"- 18" long)
Scissors or paper cutter

*Note: We suggest that a heavier quality copy paper be used for copybook pages, because the ink will soak through newsprint and thinner papers.

Directions: The teacher will instruct the students to:

Cut two pieces of light brown paper 6" x 9". These will be used for the front and back copybook covers. **(Leave the front and back covers blank.)

Make a copy of each copybook page from the Appendix; then cut each page along the dotted line and place in order. (This will make six copybook pages.)

Line up the short edges of all the copybook pages with the short edges of the front and back covers, placing copybook pages between the cover sheets.

Make sure that page one of the copybook is the first page facing up just inside the front cover. Align the front cover over the first page and the rest of the copybook.

Punch two holes approximately two inches apart on the left side of the front cover, passing through the covers and all the pages.

Turn the copybook over, keeping the pages and covers aligned.

Secure all the pages together by inserting the ends of the yarn through the holes on the back cover of the copybook.

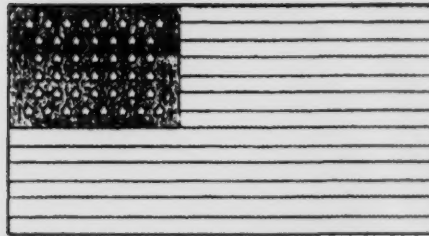
Turn the copybook rightside up, pull the yarn through and tie a loose bow on the top cover.

Write their first and last name on the back cover.

Bring the copybook for classwork during the visit to Oak Hill School.

**Note: The front and back covers will be decorated as part of a drawing lesson during the school day at Oak Hill.-

Pre-Visit Activity #2 **The U. S. Flag (1891-1896)**



This 44-star flag became the official flag on July 4, 1891, and was used for five years with both President Harrison and President Cleveland serving under its banner. The 44th star was placed on the flag for Wyoming, which became a state on July 10, 1890.

The Pledge of Allegiance was first said to this flag. Francis Bellamy wrote the pledge to honor the 400th anniversary of Columbus's voyage to America. The pledge first appeared in a magazine and was to be recited in celebration of Columbus Day.

Objective:

Students will be able to compare the 1892 U. S. flag with today's flag.

Students will be able to recite the states added to the Union since the 44-star flag.

Tennessee Comprehensive Curriculum Guide:

Fourth-grade Language Arts

Writing:

The students will demonstrate the ability to use writing skills.

-Write comparisons.

Materials: Paper
Pencil or Pen
Encyclopedia or access to White House web site

Activities: The teacher will instruct the students to do the following. Some activities will require a little research.

1. Draw the American flag as it appears today.
2. List the Presidents who have served under our current 50-star flag.
3. List the states in order of their acceptance to the Union after 1891.
(States 45-50)
4. Compare the first Pledge of Allegiance (see page 11) to the one said today.

Write a paragraph about which pledge you like better and why.

Pre-Visit Activity #3

Memorization and Penmanship

The following is a sample of memory work used in late nineteenth-century readers. Many of the early lessons taught manners as well as reading, **penmanship**, and memory work.

Objective:

Students will be able to write a manners statement that they have learned by "rote" (memorization), using the cursive form of writing taught in 1892.

Tennessee Comprehensive Curriculum Guide:

Fourth-grade Language Arts

Mechanics:

The student will identify correct capitalization and punctuation.
-Write legibly in cursive style.

Materials: Manners statements below or list of **maxims** from Appendix page 98
Hand Chart of Spencerian Writing from Appendix page 99
Paper
Pens or pencils

Directions: The teacher will instruct the students to:

Choose one of the manners statements below and two **maxims** from the list in the Appendix.

Read and memorize the chosen statement/**maxims**.

Using the **penmanship** strokes of the Spencerian Writing Chart, practice writing the manners statement/**maxims**. Try to use your best handwriting. (Do **not** use copybooks for practicing handwriting. The copybook will be used during your day at Oak Hill.)

Manners Statements

Be kind and gentle to those who are old
For kindness is dearer and better than gold.

-New Education Reader Book 3,
American Book Company, NY

Show not yourself glad at the misfortune of
another, though he were your enemy.

-George Washington
Appleton's Fifth Reader.
American Book Company, NY

Pre-Visit Activity #4

Constructing a Lunch Pail

Children at Oak Hill school brought lunch to school in tin pails with handles. These could have been syrup cans, coffee cans, lard cans, cans milled for that purpose or cans ordered from the country store. The following directions on making a lunch pail will help make the visit as authentic as possible. The pails should be made at least one week ahead of the trip and can be made at school or at home.

Objective:

Students will be able to make a lunch pail similar to pails used in 1892.

For Making One Lunch Pail:

Materials: 1 large empty coffee can; large shortening can; or large family-size, #10 can for vegetables, peanut butter, etc. (School cafeteria may have these large cans.)
One nail
Hammer
Water
A freezer
Twine, rope, or metal approximately 12-15 inches for the handle
Cloth cover (See Constructing a Nine-Patch Quilt Square, Pre-Visit Activity #7 page 35.)
Permanent pen or marker

Directions: The teacher or parent will instruct the student to do the following:

Remove label from can.
Wash and clean the can.
Fill the can with water and freeze. (This will ease the hole punching.)
With an adult's assistance, use the hammer and nail to punch holes on the two opposite sides of the can approximately two inches below the top rim.
Let the ice in the can melt.
Drain and dry the can.
Insert the material you choose for the handle (rope, twine or metal) through the holes that have been punched.
Tie each end of the rope or twine into a large knot on the outside of your pail, or bend and twist the metal to complete the handle.
Make a cloth covering for your lunch pail. (See Constructing a Nine-patch Quilt Square Pre-Visit Activity #7, page 35.)
Using the permanent marker or pen, write your name on the bottom of your pail.

(See Pre-Visit Activity #5 for lunch food information and Pre-Visit Activity #6 for putting together an 1892 school lunch.)

Pre-Visit Activity #5

1892 School Lunch Food

If your class is planning to have lunch during your visit to the schoolhouse, the lunch food brought by the children should be as authentic as possible. You might ask the school cafeteria or parents to provide these lunches. The following is a list of food items brought to school by Oak Hill students:

Cornbread with butter
Biscuits with butter or maybe a piece of country ham
Molasses, honey, applebutter or jelly to put on plain biscuits or cornbread
Baked sweet potato kept warm in the winter on top of the **pot-bellied stove**
Baked Irish potato kept warm on the **pot-bellied stove**
Homemade beef jerky (This can be made with a tabletop dehydrator. See recipe that follows this activity.)
Hard boiled eggs
Block of homemade cheese
Raw carrots grown at home
Apple or pear from trees at home

For their lunches, children at Oak Hill School usually brought milk which was kept cool in nearby Knob Creek. Water was gathered from a nearby spring and brought into the classroom in a large **galvanized bucket**. The children drank this water using a single, common dipper, or they used their own tin cup.

Children should bring their lunches in the lunch pails they have made. Clean tin cups will be provided for each child to drink water. Water will be provided from a pitcher. You may store a pitcher of milk in the refrigerator next door at the Civic Trust Office or at the Visitors Center.

Activities: 1. To help the children plan their lunch, discuss with your class:

The list of foods that Oak Hill students took to school for their lunches in 1892.
The food city children would have as compared to farm children.
The fruits and vegetables readily available to rural farm children.
What the food was wrapped in.

Write the children's ideas on chart paper or on the chalkboard so they can be copied and sent home to help parents prepare their lunch.

2. Make homemade beef jerky using the recipe on the following page. Explain how in earlier days before dehydrators, the beef was dried in the sun.

BEEF JERKY

Most meats are suitable for making jerky. Leaner cuts such as round, flank, or rump are preferred over chuck and rib. Pork should be avoided, and chicken is best and safest when it is cooked first before dehydrating.

Have your butcher slice the meat to about 1/4" thick. Cut the slices into 1" wide strips around 6" long. Be sure to cut across the grain. Excess fat and gristle should be removed. Meats are usually easier to slice if they are partially frozen.

There are many seasonings that may be used for marinating: onion powder, garlic powder, salt, pepper, Worcestershire sauce, Tabasco sauce, soy sauce, paprika, basil, ginger, marjoram, curry powder, rosemary, thyme, and oregano all work well. Use these according to your own personal taste. Salt should be used in moderation because dried meats are much more savory as they lose moisture. Of course, the longer the meats are marinated and the more seasonings that are used, the more flavorful the jerky will be. A little lemon juice will help maintain the red color of the meat. Vinegar cuts out some of the gamey taste of wild meats.

Before dehydrating, make sure to remove excess moisture from the marinated meat. This can be done by placing slices of meat on absorbent paper towels and patting dry. If using a dehydrator with stackable trays, place meat on each tray and place atop the heating element. Trays should be rotated during drying for the most effective, even dehydration. Drying time is approximately eight to ten hours. Before testing for desired dryness, take care that foods are cool.

Pre-Visit Activity # 6

Making an 1892 School Lunch

Children in 1892 did not have fast foods, sandwich wrap (aluminum foil, plastic wrap, wax paper), or any of the convenience foods we are accustomed to today. The students of Oak Hill School brought food for lunch that was home grown and carried in lunch pails or baskets. They did not have the information we do today about balanced meals from the major food groups. Most children brought only what they had on hand at home, and sometimes it was just one biscuit. Something to drink, usually milk, was kept cool in nearby Knob Creek.

Objective:

Students will be able to make a lunch similar to lunches by Oak Hill Students in 1892.

Activity: From the 1892 lunch food list (see Pre-Visit Activity #5), separate the foods into the four major food groups below. (Don't use the fats, oils, and sweets groups):

Bread, cereal, rice, and pasta
Fruits and vegetables
Milk, cheese, and yogurt
Meat, fish, poultry, dry beans, eggs, and nuts

Materials: Lunch pail (see Pre-Visit Activity #4)
Lunch pail cover (see Pre-Visit Activity #7)
Cloth napkins to wrap the food items or a piece of cloth 12 inches square
List of food items (see Pre-Visit Activity #5)

Directions: Choose at least one food item from each major food group on the list of 1892 lunch foods.
Wrap selected items with the cloth napkin or 12" square cloth.
Place items in lunch pail.
Cover lunch with your quilt square or any other piece of cloth.
Bring lunch on the day of your visit to Oak Hill School.

Pre-Visit Activity #7

Making a Nine-Patch Quilt Square

Objective:

Students will learn how to make a nine-patch quilt square, using appropriate sewing techniques of the 1890s era.

This square can be used for the cover on the lunch pail. (For making a lunch pail see Pre-Visit Activity #4.)

Tennessee Comprehensive Curriculum

Guide:

Fourth-grade Language Arts

Reference Study:

The student will locate and apply information using reference study and life skills.

-Follow directions (oral and written).

Materials: For one quilt square

7-inch square piece of lightweight cardboard
 Approximately 1/3 yard of muslin
 Approximately 1/4 yard of bright calico
 Pencil or washable fabric marking pen for tracing
 Batting (10-inch square)
 Needle
 Thread for piecing (white)
 White quilting thread (optional)
 Scissors
 Iron
 Ruler
 Illustration guide for quilt square (see Appendix page 100)

Instructions for piecing the top: Teachers or other adults should assist students as they complete the following instructions:

1. Trace one 3 1/2-inch and one 3-inch square onto the cardboard and cut out the shapes (see illustration #1).
2. Trace the 3 1/2-inch cardboard square lightly, using a pencil or washable fabric marking pen, five times onto the calico and four times onto the muslin. Cut out, following the traced lines.
3. Place the 3-inch square of cardboard on the wrong side (the back) of one piece of the previously cut 3 1/2-inch piece of material. Place the 3-inch square in the center of the material. Trace lightly around the edges of the 3-inch square on the muslin or calico. This traced line is the sewing line. Repeat this step until all nine pieces of your muslin and calico have been marked.

4. Place the calico and muslin together so the right sides (the fronts) touch each other. Sew the calico and muslin together following the traced line, using a narrow seam. Sew only one edge together so your rows will be in this pattern:

Row One is:	calico	muslin	calico
Row Two is:	muslin	calico	muslin
Row Three is:	calico	muslin	calico
5. Place Row One on top of Row Two, right sides (the fronts) together. Sew these two rows together, using a narrow seam along the long edge. Press the two rows with an iron. Check your row pattern and place Row Three on top of Row Two, right sides (the fronts) together. Sew these rows together along the long edge. The nine-patch quilt top is now complete (see illustration #2).

Instructions for Quilting:

(Illustrations for Quilt Square in Appendix, page 100)

1. Cut a 12-inch square from a piece of muslin. This is your quilt back.
2. Cut a 10-inch square from a piece of batting.
3. Place the 12-inch piece of muslin (the quilt back) on a table. Make sure the right side (the front) of the muslin faces, or touches, the table. Lay the batting on top of the muslin back, placing the batting in the center of the muslin. Place the quilt top right side up, on top of the batting.
4. Baste (sew) with large stitches through all layers (the muslin back, batting, and quilt top) from corner to corner, making an "x," and sew around the outside edge (see illustration #3).
5. Pick a quilting design (see illustration #4). Transfer the design to your quilt top using a pencil or washable fabric marking pen.
6. Begin quilting (sew with tiny stitches) in the center of your quilt top. Sew toward the outside edge through all layers (muslin back, batting, and quilt top) using tiny, even stitches.
7. When quilting is complete, cut away any excess batting carefully. Bring the muslin quilt back over the edge of the quilt top. Turn under a part of the muslin quilt back for a hem. Make the muslin hem (now on the front of the quilt) approximately 1/2" wide by cutting off the excess, if needed. Sew the hem, using tiny stitches, to the quilt top (see illustration #3, step 7).

Optional Quilt for Younger Children

Materials: 3 1/2-inch square pattern
 A piece of lightweight cardboard
 Muslin (12-inch square)
 Crayons or markers
 Pencil or washable fabric pen
 Ruler
 Scissors
 Iron
 Needle and thread (for option 2 below)
 Ribbon (for option 2)

Option 1 Instructions:

1. Cut a 12-inch piece of muslin.
2. Trace the 3 1/2-inch square onto the cardboard and cut out.
3. Using the 3 1/2-inch square cardboard, trace it nine times onto the muslin with pencil or washable fabric pen.
4. Using crayons or markers, decorate each square.
5. If using crayons, set the colors by ironing the muslin square. (Place wax paper or a rag between the muslin and your iron to prevent damage to the iron.)
6. Use as is for a cover. To complete as a quilt top, follow Instructions for Quilting, steps #3 through #7.

Option 2 Instructions:

1. Choose a piece of material of simple design.
2. Cut the material into a 12-inch square.
3. Cut another piece of cloth or muslin into a 12-inch square.
4. Cut batting to the same 12-inch size.
5. Quilt (sew with tiny stitches) through all layers, around the fabric's design or choose a quilt design (see illustration #4).
6. Finish edges using ribbon or cut edges using decorative scissors.

Pre-Visit Activity #8
Dictionary Drill

Objective:

Students will learn the definition of items that are uncommon for today's urban life, and they will be able to recognize these items when seen in a museum or living history setting.

Tennessee Comprehensive Curriculum Guide:

Fourth-grade Language Arts

Reference Study:

The student will locate and apply information using reference study and life skills.

-Select the appropriate reference material (encyclopedia, dictionary, etc.).

-Follow directions (oral and written).

Activity: The pictures on the next page are items not commonly used today. Make a copy of these pages for each student. Then ask the students to look up each item in a dictionary and write the definition below the picture on the lines provided.



Belfry:



Froe:



Flat-iron:



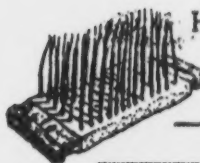
Quill Pen:



Yoke:



Mallet:



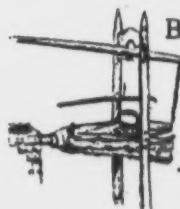
Hackles:



Flax:



Pot-Bellied Stove:



Bellows:



Sickle:



Parasol:

Pre-Visit Activity #9

Songs from the 1890s

"The 'Gay 90s,' the final decade of the nineteenth century, is remembered by Americans as the era of bicycles and barbershop quartets."¹ "It was almost as though the U.S.A. suddenly bubbled forth with a huge wave of inventiveness, excitement, fun, and change, involving everything from politics to portable typewriters, and from nickelodeons to nine-hole golf courses."² But Americans were also hungry for the Arts.

"In theater, lyric productions began to divide into operetta, musical comedy and revue. . . . This brought us lots of famous songs such as 'Oh Promise Me,' used for weddings, 'After the Ball,' made popular by John Phillip Sousa's band, and 'Ta Ra Ra Boom De Ay.'"³

Folk songs and sentimental ballads were particular favorites during the 90s.

"With the popularity of sheet music, entertainment for most families meant an evening gathered around the parlor piano. Popular songs of the day reflected every facet of American culture, including its ethnic diversity and religious beliefs, as well as fads and trends."⁴

"Daisy Bell" ("A Bicycle Built for Two") emerged from the bicycle craze sweeping the country. "Bicycles in the U.S.A. grew from a mere 20,000 to more than a million by 1893, which was the same year the first police woman was appointed. About the same time, skirts as much as two inches above the ankles were approved. The bicycle was the great emancipator for women. For some mysterious reason, they could now go anywhere alone, on two wheels."⁵

"Hello! Ma Baby" was one of the first telephone songs, as well as a big ragtime hit and is still sung today by barbershop quartets.

Objective:

Students will be able to sing songs that were popular in the 1890s.

Tennessee Comprehensive Curriculum Guide:

Fourth-grade Music

Fourth-grade students should be able to do the following:

-Develop skill in singing a repertoire of songs expressively, using correct vocal techniques.

Activity: On the following page you will find the words and music to "Bicycle Built for Two" and "Hello! Ma Baby." Students will memorize the words and learn the melody to each 1890s song. The songs will be sung during their day at Oak Hill School.

¹Schmidt, E. (1988) *The 1890s Songs of the 1890s*

²*1890s Album* A Long Ago Book. (1988) Maynard, MA: Chandler Press.

³Schmidt, E. (1988).

⁴Ibid

⁵*1890s Album* (1988).

A Bicycle Built for Two

mf Dai - sy, Dai - sy, Give me your an - swer, do! —
 I'm half cra - zy, All for the love of you! — It
 won't be a styl - ish mar - riage, — I can't af - ford a car - riage, — But
 you'll look sweet On the seat of a bi - cy - cle built for two. —

Hello! Ma Baby

Hel-lo! ma ba - by, Hel-lo! ma hon - ey, Hel-lo! ma rag - time gal,
 Send me a kiss by wire, Ba - by my heart's on fire! If you re - fuse me,
 Hon - ey you'll lose me, Then you'll be left a - lone, Oh! ba - by, Tel - e - phone and
 tell me I'se your own, Hel-lo! hel - lo! hel - lo there! own. —

3 4 6 8 7
IT LOOP. DIRECT REVERSED CAPITAL
PL.

A Day at Oak Hill School



SCHEDULE OF EVENTS

Students will:

- Arrive at home school. Use restrooms. (Teacher will take attendance, gather copybooks, money, class list, and name tags.)
- Travel to the Oak Hill School Heritage Education Center.
- Arrive at the Jonesborough Visitors Center fifteen minutes before scheduled time at Oak Hill School. Use restrooms. Gather as a group to review school rules and manners.
- Form two lines—boys and girls—arranged shortest to tallest. Walk to the school as the school bell rings.
- Enter the schoolroom, girls first, then boys, and **make your manners** to the schoolmarm/master.
- Place lunch pails on the **cloakroom** shelf and hang coats on the nails/hooks.
- Sit at the school desks, boys on the right, girls on the left, with the shortest students in front of the room. Sit erect with hands crossed on the desk and feet flat on the floor.
- Say the Pledge to the Flag.
- Sing a song from the era.
- Answer "present" to the roll call.

Schoolmarm/master will:

- Assign morning lessons for Reading and Arithmetic.
- Give instructions for Reading at the **recitation bench**.
- Call students to the front for Arithmetic Lessons.
- **Turn out** for Recess. Play games of the 1890s.
- Conduct lesson in **Penmanship**.
- Direct students in the Drawing Lesson.
- **Turn out** for Lunch/Games. (Wash hands with water provided; teacher will help.)
- Gather students for Spelling Lesson.
- Instruct students in early History of Tennessee and Jonesborough.
- **Turn out** for short Recess/Games.
- Conduct Geography Lesson.
- Read story for the Moral Lesson and give instruction in Elocution.
- Direct the Spelling Bee.
- Conduct a Question/Answer session.
- Assign Chores—Clean **blackboard**, sweep floor, empty water bucket, etc.
- Pass out certificate of completion to each student.
- Ring bell to dismiss students.

...continued

Students will:

- Return to desks after Spelling Bee and collect belongings.
- Get coats and lunch pails from **cloakroom** and return to desk.
- Stand up, one row at a time, and leave the room. **Make your manners** to the schoolmarm/master as you leave the room.
- Return to school bus and depart for home school.

THE SCHOOL DAY

The school day will begin after the students enter the school room, take their seats, and sit erect with their hands crossed on the desk and their feet flat on the floor. If, at any time during the school day, a student misbehaves, the schoolmarm/master should be ready to use swift discipline, such as those found on page 12, that doesn't involve corporal punishment.

School Day Activity #1

Pledge of Allegiance
Song From the Era
Roll Call

**Tennessee Comprehensive Curriculum
Guide:**

Fourth-Grade Music

*Fourth-grade students should be able to do
the following:*

-Develop skill in singing a repertoire of
songs.

The Schoolmarm/master will:

Instruct the students to **turn and rise**, which means to turn to their right and stand up beside their desks, facing the front.

Ask the students to recite the Pledge of Allegiance as it was said in 1892 (see page 11). Students can memorize this in advance, or the Pledge can be written on the **blackboard**.

Choose a song from Pre-Visit Activity #9, pages 40.

Instruct students to remain standing and sing a **cappella**, with expression.

Tell the students to take their seats.

Ask students to respond to their name by saying "present."

Call roll, pronouncing each name on the list provided by the visiting school teacher.

School Day Activity #2

Morning Lesson Assignments for Arithmetic and Reading

Tennessee Comprehensive Curriculum
Guide:

Fourth-Grade Language Arts

Reference Study:

-Follow directions (oral and written).

The schoolmarm/master will divide the students into three groups and will assign each group the following arithmetic and reading activities.

Two Arithmetic Groups:

Group I: The schoolmarm/master will instruct this arithmetic group to study the Roman Numerals that have been listed on the **blackboard** beside their corresponding Arabic numerals (see School Day Activity #4, Math Drills).

Group II: The schoolmarm/master will instruct the students to solve the problems that have been written on the **blackboard** (see School Day Activity #4, Written Arithmetic Skills). Students will save these answers for the written arithmetic lesson.

Reading Group:

The schoolmarm/master will ask the reading group to "turn, rise, and pass" to the **recitation bench** for instructions in their reading assignment (see Reading/Recitation Lesson below).

The schoolmarm/master sternly reminds those students remaining at their desks to work quietly on their assignments, and when finished, to sit up straight with hands folded on the desk, seal their lips, and wait their turn at the **recitation bench**.

School Day Activity #3

Reading/Recitation Lesson

Reading was one of the most important components of a one-room school curriculum. The standard teaching tool for reading was a primer, which combined reading, grammar, and spelling in one volume. Students progressed from primers to readers. These books were designed to teach the rudiments of reading. The 1892 Washington County Public Schools Manual states that special attention should be given to sightreading in fourth grade.

Objective:

Students will be able to sight read selected material using proper articulation.

Tennessee Comprehensive Curriculum Guide:

Fourth-grade Language Arts
Spelling and Word Identification:
The student will use correct word identification and spelling techniques.
-Recognize basic sight words.
-Speak in a manner appropriate to the occasion.
-Pronounce words clearly and correctly.

Activity: Students will read a selection from McGuffey's Third Eclectic Reader.

Materials: McGuffey's Third Eclectic Reader. (see story below)
The readers (or copies of the story) will be passed out to every other student in the reading group.

Directions: The reading group will be asked to **turn, rise, and pass** to the **recitation bench**. Proper book etiquette will be discussed. Students will be asked to turn to page 130 in their readers; together they will go over the words and definitions associated with the story to be read (see below). The schoolmarm/master will tell the students to read the entire selection silently. The schoolmarm/master will then call upon each student to "**toe the mark**" (rise and walk to the line marked on the floor) and recite one paragraph with proper articulation.

From McGuffey's Third Eclectic Reader. (n.d.). pages 128-130.

Definitions: 3. Wid'ow, a woman whose husband is dead. 5. Trudged, walked. 9. Gut'ter, the lower ground or channel along the side of a road. Tread, step. 11. Oc ca'sions, chances, opportunities.

Lesson XLIX

Deeds of Kindness

(Typed exactly from the Third Reader)

1. One day, as two little boys were walking along the road, they overtook a woman carrying a large basket of apples.
2. The boys thought the woman looked very pale and tired; so they said, "Are you going to town? If you are, we will carry your basket."
3. "Thank you," replied the woman, "you are very kind: you see I am weak and ill." Then she told them that she was a wid'ow, and had a lame son to support.

4. She lived in a cottage three miles away, and was going to market to sell the apples which grew on the only tree in her little garden. She wanted the money to pay her rent.
5. "We are going the same way you are," said the boys. "Let us have the basket;" and they took hold of it, one on each side, and *trudged* along with merry hearts.
6. The poor widow looked glad, and said that she hoped their mother would not be angry with them. "Oh, no," they replied; "our mother has taught us to be kind to everybody, and to be useful in any way that we can."
7. She then offered to give them a few of the ripest apples for their trouble. "No, thank you," said they; "we do not want any pay for what we have done."
8. When the widow got home, she told her lame son what had happened on the road, and they were both made happier that day by the kindness of the two boys.
9. The other day, I saw a little girl stop and pick up a piece of orange peel, which she threw into the *gutter*. "I wish the boys would not throw orange peel on the sidewalk," she said. "Some one may *tread* upon it, and fall."
10. "That is right, my dear," I said. "It is a little thing for you to do what you have done, but it shows that you have a thoughtful mind and a feeling heart."
11. Perhaps some may say that these are *little* things. So they are; but we must not wait for *oc ca'sions* to do great things. We must begin with little labors of love.

After the last paragraph is read, the schoolmarm/master will compliment the students on how well they did and ask them to return to their seats and practice writing the alphabet in the Spencerian form on their **slate boards**. Schoolmarms/masters should have both upper and lower case letters already written on the **blackboard** before class.

School Day Activity #4

Arithmetic Lesson

Objective:

The students will be able to solve both oral and written arithmetic problems. Students will also be able to apply the appropriate Roman Numeral symbol to its Arabic value.

Tennessee Comprehensive Curriculum Guide:

Fourth-Grade Mathematics

Numeration:

The students will identify, order, and compare numbers and money values.

-Read and write numbers through 999,999.

-Recognize and indicate the value of the following Roman Numeral symbols:

I, V, X, L, C.

Whole numbers/integer operations:

The student will compute using whole numbers.

-Add numbers up to four digits.

-Add two five-digit numbers.

-Subtract numbers up to four digits.

-Recall from memory multiplication and division facts through 9.

-Divide a two-digit number by a one-digit number with and without a remainder.

-Multiply up to a four-digit number by a one-digit number.

Problem Solving and Applications:

The student will solve word problems involving whole numbers, decimals, and money.

-Identify information needed to solve a word problem.

-Solve one-step word problems involving addition, subtraction, multiplication, and basic division facts.

Math Drills (Group I)

Activities: Students will articulate four- and five-digit numbers that have been written on the **blackboard**.
Students will write four- and five-digit numbers on the **blackboard**.
Students will write Roman Numerals I through X, L, and C on the **blackboard** beside the corresponding Arabic number.

Materials: **Blackboard**
Chalk

Directions:

Leaving the Arabic numbers, the schoolmarm/master will erase the Roman Numerals that were written on the board at the beginning of the day (see below) for use in **learning by rote**.

The schoolmarm/master will ask Group I arithmetic students to come forward to the **recitation bench**. One at a time, the students will be called upon to write the appropriate Roman Numeral beside the corresponding Arabic number on the **blackboard**.

The Roman Notation

(Notation is a method of writing or expressing numbers by characters.)

The arabic numbers will be listed first.

1 - I	4 - IV	7 - VII	10 - X
2 - II	5 - V	8 - VIII	50 - L
3 - III	6 - VI	9 - IX	100 - C

Four- and Five-Digit Numbers

Directions: The schoolmarm/master will write four- and five-digit numbers on the **blackboard**, using words to indicate each number (see below).

One at a time, the students will be asked to rise, walk to the **blackboard**, and write the four- or five-digit number that corresponds with the written word. Afterward, the schoolmarm/master will request that each student pronounce the number articulately, before being seated.

1. Two thousand three hundred forty-one.
2. Twelve thousand three hundred fifty.
3. Seven thousand sixty-four.
4. Thirty-nine thousand five hundred twenty-two.
5. Four thousand six hundred twenty-two.
6. Forty thousand ten.
7. Five thousand eight hundred ninety-four.
8. Fifteen thousand two hundred six.
9. Eight thousand nine hundred ninety-seven.
10. Ninety thousand nine hundred ninety-nine.

Group 1 Math Drill students will be asked to return to their desks.

Written Arithmetic Skills (Group II)

Activity: Students will copy and solve addition, subtraction, multiplication, and division problems on their **slate boards**.

Materials: Slate boards
Slate pencils
Rags
Blackboard
Chalk
Arithmetic problems

Directions: Before classes begin, the schoolmarm/master will write 10 arithmetic problems on the **blackboard**, similar to the problems written below. The problems should include addition, subtraction, multiplication, and division.

The schoolmarm/master will instruct the students to draw a line down the middle of their **slate boards** (schoolmarm/master will demonstrate). On the right hand side of the line, the students will be asked to write the numbers 1 through 10. The schoolmarm/master will explain that this is where the answers to the 10 arithmetic problems will be placed; the left hand side will be used to solve each problem, erasing the work after each problem is solved.

The schoolmarm/master will direct the students to use **slate boards** and **slate pencils**, to **cipher** the problems.

When it is time for Group II arithmetic lesson, the schoolmarm/master will ask the students to put down their pencils. The schoolmarm/master will then ask each student to come to the board, pick up a piece of chalk, and write the answer to one problem.

If the answer is correct, the schoolmarm/master will thank the student and ask that he/she be seated. The schoolmarm/master will explain to those students seated at their desks how to solve the problem. Afterward, another student will be called forward.

If the answer is incorrect, the schoolmarm/master will go through the problem step-by-step with the student, then ask that he/she be seated, and call the next student to the board.

Addition, Subtraction, Multiplication, and Division Problems:

(The division symbols used are those in the textbook. For example, 7)28(= Seven divided into 28.)

2041	176	1270	35938	349	7631
<u>+3216</u>	<u>+203</u>	<u>+342</u>	<u>+49172</u>	<u>-212</u>	<u>-2452</u>
842	4079	7)28(	9)74(		
<u>x 4</u>	<u>x 6</u>				

Arithmetic Activity for Entire Class:

A list of **mercantile** items and the cost of each item will be written on the **blackboard** by the schoolmarm/master. The schoolmarm/master will ask selected students in the class to solve problems involving the purchase of those items.

Materials: Same as for Written Arithmetic Activity

Directions: Before classes begin, the schoolmarm/master will write a list of **mercantile** items on the **blackboard** (see list below). Measurements listed below should also be written on the blackboard.

The schoolmarm/master will randomly select 10 students to bring their **slate boards** and **slate pencils** and **turn, rise, and pass** to the **recitation bench**. They will be asked to **cipher** the total purchase price of several items from the **mercantile** list written on the board. Students will be given an amount for payment and will be asked to figure their change (see example below). The schoolmarm/master will suggest that the students write their list of items and the amount for payment on their **slate boards** before **ciphering**.

Students remaining at their desks will be asked to choose one of the 10 scenarios for purchases and solve the problem on their **slate board**. They may be called upon later to assist in explaining the answer if the first student gets it wrong.

Measurements:

Gill = 4 ounces

Peck = 2 gallons

Bushel = 4 pecks

Rod = 5 yards

Mercantile Items:

Apples = 25¢/bushel

Barley = 20¢/peck

Butter = 14¢/pound

Cheese = 15¢/pound

Cider = 10¢/gallon

Coffee = 15¢/pound

Corn Meal = 45¢/sack

Eggs = 10¢/dozen

Flour = \$3.12/sack

Molasses = 38¢/gallon

Oats = 42¢/bushel

Potatoes = 30¢/bushel

Salt = 5¢/sack

Soap = 10¢/pound

Sugar = 8¢/pound

Syrup = 80¢/gallon

Writing Tablet = 3¢

Quill Pens = 2¢

Bottle of Ink = 10¢/gill

Cloth = 50¢/yard

Nails = 5¢/box

Rope = 50¢/rod

Sideboard = \$25.00

Dressing Table = \$5.00

Straight Back Chair = \$2.00

Shaving Stand = \$8.00

Mirror = \$3

Rocker = \$4



Example: "Johnny, you are going to market and will buy a bushel of apples, a dozen eggs, and a sack of flour. You will pay with a \$5.00 bill. How much change will you receive?"

$$\$0.25 + \$0.10 + \$3.12 = \$3.47$$

$$\$5.00 - \$3.47 = \$1.53 \text{ in change}$$

-or-

$$\$5.00 - \$0.25 - \$0.10 - \$3.12 = \$1.53 \text{ in change}$$

School Day Activity #5

Recess

Tennessee Comprehensive Curriculum Guide:

Fourth-grade Physical Education

Fourth-grade students should be able to do the following:

- Demonstrate body control in games and sports.
- Demonstrate proper execution of skills that are used in games and sports.

The schoolmarm/master will select various games/activities that are listed on pages 65-67, for recess from structured classwork. Weather conditions will dictate inside or outside activities.

Students will be asked to decide which games they would like to play.

The schoolmarm/master will explain how to play the games/activities that were chosen.

The schoolmarm/master will encourage the students to participate in several different games during the recess.

After 10-15 minutes, the schoolmarm/master will ring the handbell for students to return to the classroom.

School Day Activity #6

Penmanship Lesson

Early education stressed neat handwriting because all correspondence and business documents were handwritten.

Objective:

The students will be able to use a quill pen and ink for cursive writing.

Tennessee Comprehensive Curriculum Guide:

Fourth-grade Language Arts

Mechanics:

- Identify correct capitalization and punctuation.
- Write legibly in cursive style.

Activities: Students will use **quill pen** and ink as they follow the *Hand Chart of Spencerian Writing* found on the **blackboard** and in the Appendix on page 99.

In their copybooks, students will practice their strokes, write their names, the date, and a memorized manners (**maxim**) statement from Pre-Visit Activity #3 and Appendix page 98.

Materials: Copybook
Memorized manners statement
Memorized **maxims**
Hand Chart of Spencerian writing
Quill pens and ink*
Blotting paper

Directions: The schoolmarm/master will pass out **quill pens** and ink to the students and give instructions on how this writing utensil is used, Students will be cautioned on the permanent staining of the ink. The schoolmarm/master will direct students to do the following:

- Place their copybooks on top of their desk.
- Place provided blotter paper directly behind the page to be written on so ink will not bleed through to next page.
- Dip **quill pen** gently into the ink and allow it to drip gently before using.
- Practice copying the strokes found on pages 1 and 2 of the copybook.
- Practice writing their name several times on page 3.
- Practice writing the date several times on page 4 (Remember it is 1892).
- Write the memorized manners statement on page 5 in the copybook.
- Write the two memorized **maxims** on page 6.

*Note: **Quill pens**, blotting paper, and ink will be provided at the visit to Oak Hill School. To order your own materials, see Resource Material Suppliers, page 92.

School Day Activity #7

Drawing Lesson

Objective:

Students will be able to draw pictures based on their experiences at Oak Hill School.



Tennessee Comprehensive Curriculum **Guide:**

Fourth-Grade Visual Art

Fourth-grade students should be able to do the following:

- Identify basic forms in architectural structures.
- Recognize the importance of using a variety of lines, colors, shapes, etc. to create interest in artworks.
- Distinguish among foreground, middleground and background space in artworks.

Activity : Students will draw a picture on the front and back covers of their copybooks and replicate a drawing from an 1890s drawing book.

Materials: Copybook (see Pre-Visit Activity #1)
Pencils (provided at Oak Hill School)
Appendix page 101 (Copy of drawing from Krusi's Drawing Book will be provided for on-site visit.)

Directions: The schoolmarm/master will instruct on-site students to pick up their copybooks and pencils, then **turn, rise, and pass** to the door, and procede outside to view Oak Hill School. They will be instructed to notice the shapes and forms of the building. (Classes who are not able to attend on-site may find a picture of a one-room school building to draw.) The schoolmarm/master will point out objects that can be seen around the school for proper perspective in the drawing. Students will be instructed to draw a picture of Oak Hill School on the front covers of their copybooks, using the pencils provided. When students complete their drawings of the school, they will be asked to draw something on the back covers of their copybooks that stands out most in their minds from their day at Oak Hill School. When the outside drawing lesson is completed, the schoolmarm/master will ask the students to return quietly to the classroom and to their desks. The schoolmarm/master will hand out to each student a page from Krusi's Drawing Book, showing an architectural detail from this 1890s textbook. Students will be instructed to replicate the drawing on the blank side of the handout. When through, students will place this page inside their copybooks.

School Day Activity #8

Lunch/Games:

The schoolmarm/master will ring the handbell at the appropriate time for lunch.

The schoolmarm/master will ask one student to pick up the bucket of water and dipper and stand just outside the door. Students will be instructed to follow, then to hold out their hands for washing while a dipper of water is poured over them.

The schoolmarm/master will assign the chore of filling the tin cups with water (or milk) to another student. The drinking water will come from a second bucket located on the water table at the **cloakroom**.

Lunch pails will be retrieved from the shelf and handed to the appropriate students by the schoolmarm/master. Weather permitting, lunch may be eaten outside. During inclement weather, lunch will be eaten at the desks.

The schoolmarm/master will instruct students to return lunch pails and tin cups to the cloakroon shelf when finished eating.

Students will be instructed to play games after eating their lunches.

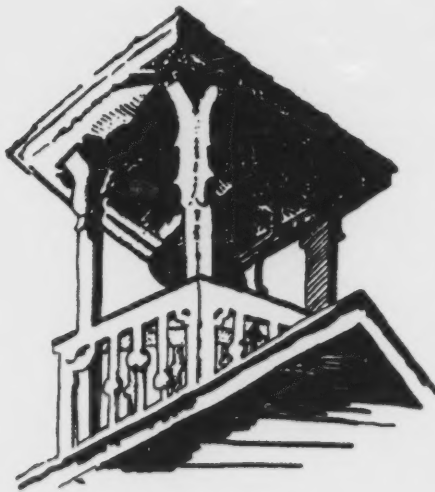
At the end of the lunch period, the schoolmarm/master will ring the handbell for students to return to their desks and begin the afternoon lessons.

School Day Activity #9

Spelling/Language Lesson

Objective:

Students will be able to spell the words listed below during the Spelling Bee at the end of the day.



Tennessee Comprehensive Curriculum

Guide:

Fourth-Grade Language Arts

Spelling and Word Identification Techniques:

The student will use correct word identification and spelling techniques.

-Spell basic words in isolation.

-Apply letter-sound associations for the two sounds of c and g.

-Recognize letter-sound associations for vowel digraphs.

-Identify correctly spelled words containing affixes (prefixes in, un, dis, and re and suffixes es, ed, est, and ing).

-Pronounce words clearly and correctly.

-Form plurals of nouns.

Language Usage:

The student will identify standard usage of the parts of speech.

-Identify correct use of nouns (common/proper, singular/plural).

Materials: A copy of the list of words below will be placed at each desk.

Directions: The schoolmarm/master will give each student a copy of the list of words below. The whole class will be asked to repeat each word after the schoolmarm/master pronounces it.

The schoolmarm/master will explain the various elements of language involved in each word. Examples: The hard and soft sounds of c and g, prefixes/suffixes, singular/plural, silent letters, and digraphs (a group of two successive letters whose phonetic value is a single sound, as ea in bread or ng in sing).

Students will be instructed to study the words at their seats when they are not directly involved in the other coursework during the day. These words will also be used for the Spelling Bee at the close of the day.

Jonesborough	schoolmarm	gristmill	traveler	earliest
Tennessee	schoolmaster	rafter	churches	mallet
outhouse	blackboard	carding	gallon	cellar
hackles	slate	gourd	trading	inactive
froe	receive	poultry	kinder	bellows
sickle	unbuttoned	kindling	goat	general
parasol	disrupt	ought	geese	raised
flax	thumb	meadow	goose	yoke
belfry	debt	germs	cost	brightest

School Day Activity #10

Early Tennessee History Lesson

Objective:

The students will know about the early settlement of Tennessee including the founding of Jonesborough and events that led to statehood.

Tennessee Comprehensive Curriculum Guide:

Fourth-Grade Social Studies

Fourth-grade students should be able to do the following:

- Know regions and landforms of Tennessee and how they affected settlement of the state.
- Know important events in the history of Tennessee.
- Know various groups who settled in Tennessee.
- Know how ways of living differ from one society to another.

Materials: Information compiled from:

History of Tennessee: The Making of a State by James Phelan, copyright 1888.

History of Tennessee by William Robertson Garrett and Albert Virgil Goodpasture, copyright 1900.

Directions: The class will be instructed to sit erect in their seats with their hands neatly placed on their desks as they listen intently to the schoolmarm/master. The schoolmarm/master will begin the history lecture on the early Tennessee settlements and the events which led to statehood. Following the history lesson, the schoolmarm/master will ask questions for review of the material.

Early Inhabitants of Tennessee:

Garrett and Goodpasture, History of Tennessee, pages 13-14.

The Natchez Before America was discovered, Tennessee formed a part of the territory of the *Natchez Indians* and was known by their name.

Chickasaws After the expulsion of the *Natchez*, the western portion of Tennessee was occupied by the *Chickasaws* and was known by their name. They remained in west Tennessee long after white settlement.

Cherokees The *Cherokees* claimed the eastern portion of the state in 1623 and gave their name to this section, remaining long after white settlement.

Iroquois A Great Lakes tribe, the *Iroquois* claimed Middle Tennessee as their national park. It was given an Indian term which meant "Hunting Ground." They appointed the *Chickasaws* on the west and the *Cherokees* on the east as guardians of their park.

Shawnee Later the *Shawnee* occupied the Hunting Grounds, and for a short period Middle Tennessee was known by their name, which is still retained by *Sewanee Mountain*.

Early Names of Tennessee: (besides those above)

Garrett and Goodpasture, History of Tennessee, pages 14-16.

<i>Kentucky</i>	Indians called the entire region between the Ohio and Tennessee rivers and the Appalachian Mountains, <i>Kentucky</i> .
<i>Florida</i>	In the contest between the European nations of Spain, France, and England, the Spanish called this area <i>Florida</i> . <i>Florida</i> means <i>Land of Flowers</i> in Spanish.
<i>New France and Louisiana</i>	France had trading posts in Memphis and Nashville and called the area <i>New France</i> . Later Tennessee was included in her province of <i>Louisiana</i> .
<i>Virginia</i>	From 1584 to 1663, Tennessee was a part of the colony of <i>Virginia</i> .
<i>Carolina</i>	From 1663 to 1693, Tennessee was a part of <i>Carolina</i> .
<i>North Carolina</i>	When Carolina was divided into two provinces, Tennessee became a part of <i>North Carolina</i> .
<i>Watauga</i>	Settlers in the eastern part of Tennessee organized an independent government and called it the <i>Watauga Association</i> .
<i>Washington District</i>	After gaining independence from Great Britain, Tennessee became the <i>Washington District</i> of the state of North Carolina. This was the first governmental district named after George Washington, first president of the United States.
<i>Cumberland</i>	In 1780, the middle part of Tennessee formed its own independent government and called this portion of the state <i>Cumberland</i> for many years.
<i>Franklin or Frankland</i>	The eastern portion of Tennessee attempted to form its own state and call it <i>Franklin</i> . However, it was never admitted to the union as an official state.
<i>Southwest Territory</i>	In 1789, North Carolina ceded Tennessee lands to the United States government. It accepted the lands in 1790, making this the <i>Territory South of the River Ohio</i> .
<i>Tennessee</i>	In 1796, <i>Tennessee</i> became the first state formed out of the Southwest Territory. It is said that the name was proposed by Andrew Jackson.

The First White Settlers:

Phelan, History of Tennessee, pages 5-19.

In the late 1600s and early 1700s, the first white men traveled through the Tennessee territory trading with the Indians and hunting on their grounds. Daniel Boone was one of these early pioneers. By the late 1760s, the first white settlers had approached the Tennessee lands in single families or small parties with no recognized leader. These pioneers came from Pennsylvania, Virginia, and North Carolina. Along with this stream of immigrants came the Scotch-Irish, forming the largest element of the western march of colonization. In 1770, William Bean (Bean) penetrated as far south as the Watauga (Eastern Tennessee) and built a log cabin at the mouth of Boones Creek, where his son Russell, the first native white Tennessean, was born shortly afterwards.

The First Settlements:

Garrett and Goodpasture, History of Tennessee, pages 51-56.

The North Holston Settlement—

This settlement was an extension of immigrants traveling across the Holston River thinking they were still in Virginia and eventually settling on Tennessee land. This settlement lies in present day Sullivan County.

The Carter's Valley Settlement—

Located in present day Hawkins County, this settlement was also believed to be in Virginia but was beyond the Indian line. Like the North Holston Settlement, its settlers acknowledged jurisdiction of Virginia, but because it was on Cherokee lands, they were deprived of Virginia's protection. These two settlements had no connection to the Watauga Association and lived under the laws of Virginia.

The Watauga Settlement—

Settled in the late 1760s, the land along the Watauga River in present day Carter County became known as the *Watauga Association* by 1772. In their attempt to gain independence from British rule, the settlers wrote the first constitution for free and independent people in America. All the members of the settlement signed this constitution.

Brown's Settlement (The Nollichucky [sic] Settlement)—

This settlement along the Nolichucky River in present day Washington County was just being established when the Watauga Association was formed in 1772. It was founded by Jacob Brown, a native of South Carolina.

Annexation to North Carolina:

Phelan, History of Tennessee, pages 46-51.

When the conflict arose between Great Britain and her colonies, the Watauga and Nolichucky settlements formed the Washington District, the first governmental division in the United States named after George Washington. After the Declaration of Independence in 1776, the Washington District was annexed by the state of North Carolina. In November 1777, it was officially given the name of Washington County. Sullivan County was formed in 1779 and Greene County in 1783.

The Founding of Jonesborough:

Jonesborough-Washington County History Museum files.

Jonesborough, the first incorporated town in present day Tennessee, was laid off in 1779 to be the county seat for Washington County, North Carolina. Major Jessee Walton was sent by North Carolina to locate an area with a good water supply. Jonesborough's land produced many fresh water springs which also supported settlement to this area. The town was named in honor of Willie Jones, a North Carolina statesman who supported all matters in the assembly favoring the people in the West. Though the town was named for him, Mr. Jones never had the opportunity to visit Jonesborough.

Based on a grid pattern, town lots were approximately one acre in size with one lot being set aside as the "Public Lot" for the courthouse. Private lot subscriptions were sold for \$75. When all were subscribed for, the lots were assigned to subscribers through a public drawing. Each owner was required to build "one brick, stone, or well-framed house, twenty feet long and sixteen feet wide and at least ten feet in the pitch, with a brick or stone chimney." If this did not occur within three years, the owner forfeited his lot.

The "Lost" State of Franklin:

Phelan, History of Tennessee, pages 76-104.

In 1784, with the British war and the Indian wars behind them, the settlers of the Tennessee land faced another dilemma. North Carolina had passed an act ceding its western lands to the United States, but Congress did not give its consent, saying that North Carolina had not participated as an official state of the Union. Feeling betrayed by North Carolina, western settlers organized their own independent government and formed the State of Franklin. Jonesborough was briefly the state capital before it was moved to Greeneville. John Sevier was elected governor, and formal notice was served to the governor of North Carolina.

The firm stance of North Carolina, the lack of recognition by Congress, and the lack of resources of the new state began to take its toll on "Franklin." After several attempts at compromise, the State of Franklin came to an end in 1788, with the expiration of Sevier's term of office. Once again, the Tennessee lands were under the jurisdiction of North Carolina.

After the Constitution of the United States was ratified in 1787, North Carolina officially entered the Union. One of her first acts was once again to cede her western lands to the United States. This cession act was cordially received by Congress in 1790.

The Southwest Territory:

Garret and Goodpasture, History of Tennessee, page 105.

Congress designated this land the "Territory of the United States South of the River Ohio" and appointed William Blount as its governor. Territories were formed as a means of eventually dividing land for independent states.

Tennessee Admitted to the Union:

Garrett and Goodpasture, History of Tennessee, pages 122-127.

In January, 1796, Governor Blount announced at a constitutional convention in Knoxville that the people believed the Territory, having attained the appropriate population, was entitled to become a state. The provisions of the constitution were based, as those of Franklin had been, upon the Constitution of North Carolina. Application was made to Congress for admission of the State of Tennessee to the Union with John Sevier as its governor. On June 1, 1796, the bill was signed by President Washington admitting Tennessee as the 16th state of the Federal Union—the first member erected out of a territory of the United States.

History Questions:

1. Who were the first inhabitants of Tennessee?
2. What Indian tribe lived in the eastern portion of the state?
3. By what other names was Tennessee known?
4. What other colonies was Tennessee once a part of?
5. Who were the first white settlers in Tennessee?
6. Name one of the first four settlements in Tennessee.
7. Once the country became the United States, what state was this area a part of?
8. What was the first incorporated town in Tennessee and when was it founded?
9. When the settlers tried to form a new state in the early 1780s, what name did they give it?
10. What year did Tennessee become a state?

School Day Activity #11

Recess/Games

See School Day Activity #5

School Day Activity #12

Geography Lesson

The 1892 Washington County Public Schools Manual states that "*Use of maps in connection with geography lessons*" is very important.

Objective :

Students will be able to locate the regions and landforms of Tennessee on a map of the state including the main waterways of each region.

Students will be able to answer questions about the location of Tennessee in relation to other states, cities, and landforms.

Note: There is no specific geography skill for the fourth grade under the current Tennessee Comprehensive Curriculum Guidelines. However, geography was a subject taught to fourth-graders in 1892.

Materials: Large map of the United States
Large map of Tennessee
Questions listed below

Directions: The schoolmarm/master will review compass directions (north, south, east, west) with the entire class.
Using the same three groups from the morning lessons in reading and arithmetic, the schoolmarm/master will ask one group at a time to **turn, rise, and pass** to the front of the room where the maps are located.
Each group will be shown the Tennessee map and then will be asked to locate the state of Tennessee on the United States map.
Using the list of questions below, the schoolmarm/master will choose five questions for each group of students. Questions should include at least two that are specific to the map of Tennessee and three specific to the United States map.
Each group will be told to return to their seats before the next group is told to **turn, rise, and pass** to the front.

Questions for the Tennessee Map

1. Find the capital of your state.
2. Is your state among the mountains or in the level part of the country, or both?
3. What are the three regions of the state of Tennessee?
4. Find and name the mountain ranges in Tennessee.
5. Find and name the major rivers in Tennessee.
6. What part or region of the state has more mountains?
7. What forms the western border of the state?

Questions for the United States Map

Maury, M. F. (1911). Maury's New Elements Geography, pages 40-41.

1. In which direction must you go from your state to reach Washington, D.C.?
2. In which direction must you go from your state to reach the Atlantic Ocean?
3. In which direction must you go from your state to reach the Gulf of Mexico?
4. In which direction must you go from your state to reach the Rocky Mountains?
5. In which direction must you go from your state to reach Lake Michigan?
6. What states border Tennessee?
7. Name the capital city of two states that border Tennessee.
8. Name another state that the Tennessee river passes through besides the state of Tennessee.
9. How many states border the Gulf of Mexico? Name them.
10. What ocean is on the western coast of the United States?
11. Name one of the states that is north of Kentucky.
12. What are the five Great Lakes?
13. What great mountain range is in the western part of the United States?
14. What body of water does the Mississippi River empty into?
15. Name five southern states that border on the Atlantic Ocean.

School Day Activity #13

Moral Lesson and Elocution Lesson

During the days of one-room schooling, instruction in values and ethics was part of the daily class schedule. Moral lessons were not only taught as a separate subject but also incorporated into reading and language instruction. Truthfulness, patriotism, purity, obedience to parents, and other concepts of ethical behavior were taught through fables, moral stories, and biblical stories.

Public speaking (elocution) also played a prominent role in the one-room classroom. Through elocution, students not only enunciated properly but also used "body language" to express themselves. For example, anger could be expressed with a frown or gnashing of the teeth and love expressed through pleasant smiles. This is called gesticulating. Without easy access to printed materials, public speaking was the most important source of communication. Many young politicians probably gave their first impassioned speeches in one-room schools.

Objective:

Students will be able to openly and effectively express their thoughts and opinions on various moral issues.

Tennessee Comprehensive Curriculum **Guide:**

Fourth-Grade Language Arts
Spelling and Word Identification Techniques:
The student will use correct identification and spelling techniques.
-Speak in a manner appropriate to the occasion.
-Pronounce words clearly and correctly.

Materials: Moral stories from McGuffey's Fourth Eclectic Reader (see below).

Directions: Students will be instructed to sit quietly and listen intently as the schoolmarm/master reads a moral story to the class.
After the story is read, the schoolmarm/master will ask various students to come to the front and **toe the mark**.
The schoolmarm/master will ask each student to express his/her opinions about the moral lessons of the story, using proper methods of elocution. (See questions at end of the story.)

The Story

McGuffey's Fourth Eclectic Reader (n.d.), page 47.

Henry Bond was about ten years old when his father died. His mother found it difficult to provide for the support of a large family, thus left entirely in her care. By good management, however, she contrived to do so, and also to send Henry, the oldest, to school, and to supply him, for the most part, with such books as he needed.

At one time, however, Henry wanted a grammar, in order to join a class in that study, and his mother could not furnish him with the money to buy it. He was very much troubled about it, and went to bed with a heavy heart, thinking what could be done.

On waking in the morning, he found that a deep snow had fallen, and the cold wind was blowing furiously. "Ah," said he, "it is an ill wind that blows nobody good."

He rose, ran to the house of a neighbor, and offered his service to clear a path around his premises. The offer was accepted. Having completed this work, and received his pay, he went to another place for the same purpose, and then to another, until he had earned enough to buy a grammar.

When school commenced, Henry was in his seat, the happiest boy there, ready to begin the lesson in his new book.

From that time, Henry was always the first in all his classes. He knew no such word as *fail*, but always succeeded in all he attempted. Having the will, he always found the way.

Questions:

1. Have you ever known someone like Henry? If so, tell about it.
2. Have you ever had an experience similar to Henry's? If so, what did you learn from it?

Another Story

McGuffey's Fourth Eclectic Reader (n.d.), pages 94-97.

"I *will* have revenge on him, that I will, and make him heartily repent it," said Phillip to himself, with a countenance quite red with anger. His mind was so engaged that he did not see Stephen, who happened at that instant to meet him.

"Who is that," said Stephen, "on whom you intend to be revenged?" Philip, as if awakened from a dream, stopped short, and looking at his friend, soon resumed a smile that was natural to his countenance. "Ah," said he, "you remember my bamboo, a very pretty cane which was given me by my father, do you not? Look! there it is in pieces. It was farmer Robinson's son who reduced it to this worthless state."

Stephen very coolly asked him what had induced young Robinson to break it. "I was walking peaceably along," replied he, "and was playing with my cane by twisting it round my body. By accident, one of the ends slipped out of my hand, when I was opposite the gate, just by the wooden bridge, where the ill-natured fellow had put down a pitcher of water, which he was taking home from the well.

"It so happened that my cane, in springing back, upset the pitcher, but did not break it. He came up close to me, and began to call me names, when I assured him that what I had done had happened by accident, and that I was sorry for it. Without regarding what I said, he instantly seized my cane, and twisted it, as you see; but I will make him repent of it."

"To be sure," said Stephen, "he is a very wicked boy, and is already very properly punished for being such, since nobody likes him or will have anything to do with him. He can scarcely find a companion to play with him; and is often at a loss for amusement, as he deserves to be. This, properly considered, I think will appear sufficient revenge for you."

"All this is true," replied Philip, "but he has broken my cane. It was a present from my father, and a very pretty cane it was. I offered to fill his pitcher for him again, as I knocked it down by accident. I will be revenged."

"Now, Philip," said Stephen, "I think you will act better in not minding him, as your contempt will be the best punishment you can inflict upon him. Be assured, he will always be able to do more mischief to you than you choose to do to him. And, now I think of it, I will tell you what happened to him not long since."

"Very unluckily for him, he chanced to see a bee hovering about a flower which he caught, and was going to pull off its wings out of sport, when the animal stung him, and flew away in safety to the hive. The pain put him into a furious passion, and, like you, he vowed revenge. He accordingly procured a stick, and thrust it into the beehive."

"In an instant the whole swarm flew out, and alighting upon him stung him in a hundred different places. He uttered the most piercing cries, and rolled upon the ground in the excess of his agony. His father immediately ran to him, but could not put the bees to flight until they had stung him so severely that he was confined several days to his bed."

"Thus, you see, he was not very successful in his pursuit of revenge. I would advise you, therefore, to pass over his insult. He is a wicked boy, and much stronger than you; so that your ability to obtain this revenge may be doubtful."

"I must own," replied Philip, "that your advice seems very good. So come along with me, and I will tell my father the whole matter, and I think he will not be angry with me." They went, and Philip told his father what had happened. He thanked Stephen for the good advice he had given his son, and promised Philip to give him another cane exactly like the first.

A few days afterward, Philip saw this ill-natured boy fall as he was carrying home a heavy log of wood, which he could not lift up again. Philip ran to him, and helped him to replace it on his shoulder. Young Robinson was quite ashamed at the thought of this unmerited kindness, and heartily repented of his behavior. Philip went home quite satisfied. "This," said he, "is the noblest vengeance I could take, in returning good for evil. It is impossible I should repent of it."

Questions:

1. What is revenge?
2. Is it right to take revenge on those who injure us? Why or why not?
3. How should we treat such persons?

School Day Activity #14

Spelling Bee

Instructions: Students will be asked to form two lines on either side of the room, boys on one side and girls on the other.

The schoolmarm/master will begin by pronouncing a word from the list of words in the Spelling Lesson on page 55. The first student on the right side of the room will be asked to step forward, pronounce the word, spell the word, pronounce the word again, and wait for confirmation of the correct spelling. If the word is spelled correctly, the student will be told to step back in line. The schoolmarm/master then pronounces the next word to the first student on the left side of the room, repeating the process.

If at any time a word is misspelled, the schoolmarm/master will say so and the student will take his or her seat. The next student in line on the opposite side of the room will get a chance to spell it correctly. The schoolmarm/master will continue to give words to each student in line, rotating between boys and girls, until there is only one student left. This student will be the Champion of the Spelling Bee. (If all words have been used and several students are left standing, the side with the most students wins the contest.)

End of the School Day Activities

If time allows, a question and answer session about the school day will be conducted.

Chores will be assigned to clean room.

Students will be instructed to collect belongings.

The schoolmarm/master will hand out certificates.

The schoolmarm/master will ring the bell to dismiss.

One row at a time, students will leave the room **making their manners** to the schoolmarm/master as they go out the door.

GAMES OF THE LATE NINETEENTH CENTURY

Ante Over: This is a game of catch. Two groups are formed. The participants stand on opposite sides of the school building. One student is given a ball made from yarn or rags. As the ball is thrown over the building, all the participants yell "ante over." The first one to catch it on the other side of the building repeats the game.

Battledore and Shuttlecock: This is similar to badminton without a net. The game is played with a racket and a "birdie." The object is to see how long the "birdie" can be kept in the air. This can be played independently or with another player.

Cat and Rat: Participants form a standing circle with hands held high. Two participants are chosen, one rat and one cat. The cat and the rat stand on opposite sides of the circle. The rat says "ready" and moves among the players in, out, and across the circle beneath the outstretched arms. The cat must follow in pursuit of the rat in the exact route taken by the rat. If caught, the rat exchanges places with another child and the cat becomes the rat.

Croquet: This is the same game that is played today. Wooden mallets are used to hit balls through wickets.

Drop the Handkerchief: The players stand in a circle and join hands. The first player walks around the outside of the circle and drops a handkerchief behind another player who instantly picks it up and pursues the first player. If the first player makes it around the circle and back to the spot where he dropped the handkerchief without being caught, the second player has to drop the handkerchief behind someone. If the first player is caught before making it back around, he has to drop the handkerchief again and the game continues.

Duck Duck Goose: The participants are seated in a circle. One participant is selected to be *It*. He or she walks around the outside of the circle and says "duck." After calling out "duck" a few times, *It* suddenly calls out "goose." The player who is the goose has to jump up and chase *It* around the circle. If *It* runs around the circle and sits in the goose's spot without being tagged, the goose becomes *It*.

Follow the Leader: A leader is chosen. The participants follow the leader in the manner in which the leader directs them.

Fox and Geese: A large wagon wheel shape is drawn in the dirt or on the pavement. One participant is selected as the "fox." The "fox" stands in the middle of the wheel. The other participants are designated as the "geese." At a signal the "fox" chases the "geese" around the wheel trying to touch one of the "geese." When touched, that participant becomes the new "fox." The game continues until a closing signal is given.

The Game of Graces: A small hoop is wrapped in ribbons. Two players face each other and, using crossed sticks, toss the hoop between each other.

Hoops: A large (14" or larger) hoop is balanced on its side and rolled. The object is to keep the hoop rolling as long as possible.

Ring Taw: The game of marbles. Two circles are drawn in the dirt, one inside the other. Small marbles, nibs, are placed in the inner circle. Larger marbles, shooters, are used to try to knock the smaller marbles out of the inner circle.

Cupid's Leaving: This is a word game played inside the schoolroom. The teacher says, "Cupid's leaving." The students ask, "How?" The teacher chooses a letter of the alphabet. The teacher then thinks of a word that starts with that letter and ends in "ing" to describe how Cupid is leaving. The students participate by adding words of their own that begin with the selected letter. These words describe how Cupid is leaving; for example—singing, sobbing, skipping. The game continues until someone is unable to think of a word with the selected letter, at which point a new letter is chosen.

I Have a Basket: The students form a circle. The teacher begins the game by saying, "I have a basket." The children ask, "What's inside?" The teacher names an item that starts with the letter "A." Each child in turn, thinks of an item, beginning with each successive letter of the alphabet, naming what would be in the basket. This continues until all students have had a turn or all letters of the alphabet are used.

I Went to Market: The incomplete sentence, "I went to market and I bought _____" is written on the blackboard. Each child, in turn, thinks of a noun, beginning with each successive letter of the alphabet to complete the sentence and writes it on the blackboard. Think of things that can be bought at the market.

Examples: "I went to market and I bought apples.
"I went to market and I bought bananas.
"I went to market and I bought cheese.

Variation: Think of a noun beginning with the last letter of the preceding noun.

Monastery: Monastery is a word game. The teacher writes the word "monastery" on the chalkboard. Using their slate boards, the students write smaller words formed from the letters found in the word "monastery." The students then share these with the teacher, who writes them on the chalkboard. There are at least 54 words of five letters or more formed from the letters found in the word "monastery."

Examples: stone, money, story, mayor, etc.

(The word *Vocabulary* or other words can also be used.)

Simon says: A leader is chosen. The leader gives directions saying "Simon says do . . ." The participants follow, only if the action is preceded with the command, "Simon says." The leader tries to trip up the participants by giving directions without saying "Simon says."

Staircase: For this game, each player writes a letter of the alphabet on his/her **slate board** and attempts to form a staircase beginning with that letter. The staircase consists of a two-letter word, then a three-letter word, then a four-letter word and so on. Players continue until there is no more room on the **slate board** or until no more letter combinations can be thought of. Example: (write vertically) B, Be, Bet, Both, Broth, Bother, Brother, etc.

Story Game: One of the players starts an original story and stops at an exciting place. His left-handed neighbor instantly must continue it, also stopping at an exciting place. The game continues until the story is ended by the last player.

Twenty Questions: One player is sent out of the room while the others agree upon a subject. The first player returns and must guess the subject without asking more than twenty questions. Questions must be of a "yes" or "no" nature.

Whisper Directions: A standing or sitting game. Participants should stand or sit in a circle. A short message is written on paper and told quietly to the first person. The first person then whispers the message to the next until all participants have heard the message. The last participant reveals the message so all can hear. The final message is compared to the original.

NOTES

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Post-Visit Activities



Post-Visit Class Activities for Discussion/Comparison

Activity #1:

1. List activities that occur in a one-room school on a school day.
2. List activities that occur in today's school on a school day.
3. Compare the two lists.
4. Have schools improved? Why or why not?

Activity #2:

This activity can be used for class discussion or as an individual project.

1. Locate an old structure/building in your community. (Some of the older, historic buildings have historical markers [signs] which have been placed by the Tennessee Historical Commission.)
2. Determine when the structure was built and what types of materials were used to build it. How are these materials different from today?
3. Research the history of the building. For example, who lived there? What was the building used for?
4. Determine whether this structure will likely be standing 50 years from now.
5. Is the structure important enough to be preserved for the future?
6. What should be done to this structure to ensure that it will be standing 50 years from now?

Activity #3:

1. List three advantages to living today as compared to living in 1892.
2. List three advantages to living in 1892 as compared to today.
3. List three disadvantages of living in 1892 as compared to today.
4. List three disadvantages of living today.
5. Compare all the lists and write a paragraph about why or why not it is good to live in today's environment.

Activity #4:

Make a chart comparing the following items as they existed in 1892, as they exist now, and as you imagine they will exist in 2092, either by drawing a picture or writing a description. Be creative for the year 2092.

	Transportation	Jobs	Homes	Clothing	Games	Food	Toys
1892							
Today							
2092							

Activity #5:

1. Draw a picture of a one-room school.
2. Draw a picture of your school today.
3. Draw a picture of what a school might look like 100 years from today.
4. Plan this school for the future. Decide which subjects will be taught, what kind of equipment will be used, and what the schools will be like.
5. Write a paragraph or two describing this school of the future.

Activity #6:

1. Start a scrapbook of the history of your school. Interview teachers and principals, both past and present. Research the library for newspaper articles about your school. Gather pictures and memorabilia.
2. Invite an "old timer" (former student) to talk to your class about when he/she went to your school or an older school in your area.
3. Research your family history. Who would have gone to school in 1892 in your family? Find out about that person and role-play him/her for a dress-up day at your school.

Activity #7:

Teachers and students will complete the evaluation forms on pages 73 and 75. Each student should place his or her evaluation inside a correctly addressed envelope which will complete a mechanics skill for fourth-grade Language Arts. The teacher will return all evaluations in one large envelope to the address on the evaluation form.

TEACHER EVALUATION

Oak Hill School Heritage Education Program
Jonesborough-Washington County History Museum
117 Boone Street
Jonesborough, TN 37659

School _____ Grade _____

Teacher _____ Date of Visit _____

Thank You for participating in the Oak Hill School Heritage Education Program!

Please answer the following questions and return this form to the above address. Use the back or a separate page if necessary. Include with your evaluation the student evaluation forms on the next page. Each student evaluation should be inside an envelope and addressed appropriately.

1. Why did you choose to participate in the Oak Hill School Program?
2. Was this program an effective educational experience for your class?
3. Was the Teacher's Resource and Curriculum Guide helpful? What materials were the most useful? Least useful?
4. What additions to or eliminations from the guide would you suggest?
5. Did the pre-visit activities provide enough background material? What pre-visit activities did you use?
6. Did the post-visit activities further stimulate interest?
7. What reactions did you receive from the children?
8. Will you participate in the one-room school program with future classes?
9. Will you recommend the Oak Hill School program to other teachers?

STUDENT EVALUATION

Oak Hill School Heritage Education Center
Jonesborough-Washington County History Museum
117 Boone Street
Jonesborough, TN 37659

School _____ Grade _____

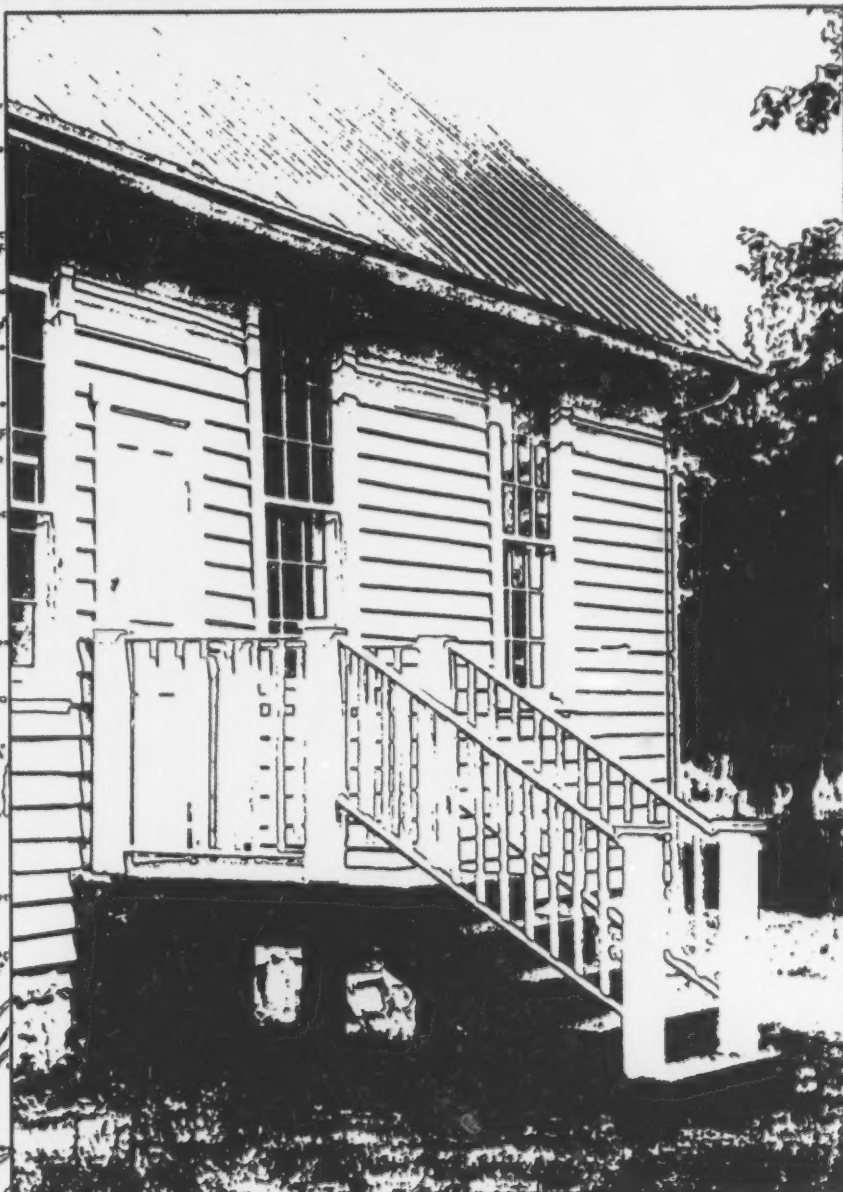
Teacher's Name _____ Date of Visit _____

Thank you for participating in the Oak Hill School Heritage Education Program. We hope you learned a great deal about the educational system of 100 years ago. Please remember this experience and share it with your children and grandchildren so a little part of history will be preserved for future generations.

Please answer the questions below to the best of your ability. Write on the back of this form or on a separate page, if necessary. When finished with the questions, address an envelope to the address above and place the evaluation inside the envelope. Don't forget your return address. (TCCG: Language Arts)

1. Did you enjoy your visit to Oak Hill School? Please explain why or why not.
2. What pre-visit activity or activities did you like the best? Why?
3. Describe three things about the one-room classroom that you remember the most.
 - a.
 - b.
 - c.
4. What three activities did you like best during your school day at Oak Hill School?
 - a.
 - b.
 - c.
5. What three things did you like the least during your day at Oak Hill School?
 - a.
 - b.
 - c.
6. What was the most important thing you learned from your whole experience with one-room school education?

*Teacher Information and Forms
for On-Site Visit*



GENERAL INSTRUCTIONS TO THE TEACHER

We hope this guide will be helpful in your preparation to visit the Oak Hill School Heritage Education Center.

1. Call to schedule a day at Oak Hill School at least three weeks prior to the desired visit date. A visit confirmation form will be mailed to you immediately. It will confirm the visit date and time, number of students attending, and fee schedule.
2. Copy the Parents' Permission Letter (page 80) and send it home with each student. Arrange for the signed form at the bottom of the letter to be returned at least three days in advance.
3. Make the necessary transportation arrangements and obtain additional chaperones if necessary.
4. Make name tags from the sample pattern (page 83) or plan one of your own. The first name is most important, as the schoolmarm/master will address students by first names. Please print boldly and clearly. (See Teacher's Checklist, page 81.)
5. Copy these names on the Student List Sheet (page 82) for morning Roll-Call.
6. Make your copybooks (see directions on page 28). **This activity is necessary for your visit.**
7. If your class plans to dress in appropriate clothing for the 1890s, remind students the day before with a note to their parents. No matter what they wear, they should be dressed for the weather! For information on clothing, see page 12.
8. If your class plans to have lunch at the school, you might want to plan your lunches around what would have been eaten in the 1890s. Making a lunch pail to carry the lunches is Pre-Visit Activity #4. Making a lunch involves Pre-Visit Activities #5 and #6. Making a quilt square to cover the lunch in the lunch pail is Pre-Visit Activity #7.

For emergencies during your visit, phones are located inside the Jonesborough Visitors Center. The Visitors Center Hostess will be happy to assist. For more information, contact the History Museum at (423) 753-1015 or (423) 753-1016.

Due to the small size of the one-room classroom and limited seating, we will only be able to accommodate approximately 40 students per visit.

OAK HILL SCHOOL PERMISSION SLIP

Dear Parents:

The ____-grade class from _____ will have the opportunity to spend a day at the restored 1886 Oak Hill School in Jonesborough, Tennessee, on _____. This heritage education program is sponsored by the Jonesborough-Washington County History Museum. Children will have a chance to relive Tennessee/Washington County history by experiencing a typical school day in a one-room school.

The students have been preparing for this trip through pre-visit activities provided by the History Museum. Some of these activities include making a copybook, making a lunch pail, learning songs of the 1890s, studying rules and manners, and learning about what the United States was like 100 years ago. The visit to the school will involve the use of 1890s textbooks, with lessons being taught by the same methods teachers would have used during that time period. Games popular in the nineteenth century will be played, and school lunches will consist of foods eaten at that time.

As we prepare for the trip, we are asking for your assistance. The price of admission to the Oak Hill School is \$3.00, which should be sent to school with your child as soon as possible, along with the signed permission slip at the bottom of this letter. Since the class will be discussing lunch foods of the 1890s, lunch suggestions will be sent home several days before our trip. We ask that you prepare a school lunch for your child using foods from this list. The lunch items will then be placed in a lunch pail made for each student (either at home or at school).

In order for the students to get the most out of their experience, we have decided to dress in clothing similar to that worn in 1892. A description of the outfits will accompany the lunch suggestions. Your child may wish to wear a long skirt and blouse, bib overalls, or jeans and suspenders. Most children wore some type of hat or bonnet.

We hope this experience will be one that children will remember for a long time. It will give them an excellent opportunity to see first-hand what the early education system of their ancestors was like. Thanks for your assistance in making this day possible.

(Teacher)

Cut here and return to school.

_____ has my permission to attend the Oak Hill School Heritage

(Student's Name)

Education Center with his/her class on _____.

Fee enclosed \$ _____

Needs assistance with cost _____

I can chaperone _____

(Parent/Guardian Signature)

TEACHER'S CHECK LIST

From Your School:

- ☐ Collect admission fees and put in an envelope.
- ☐ Bring class list with names of students (see next page).
- ☐ Pin name tags on the students (for name tags, see page 83).
- ☐ Bring copybooks for each student (see Pre-visit Activity #1).
- ☐ Bring camera for a class picture on the Oak Hill Schoolhouse steps at lunchtime.
- ☐ Bring lunch pails with appropriate lunch food (we supply tin cups).
- ☐ If needed, bring milk for the students' lunch (otherwise, we supply water).
- ☐ If planned, remind students to wear period clothing (see page 12).
- ☐ Practice lining up the students in two groups—boys and girls, shortest to tallest.

Arrival at the Jonesborough Visitors Center:

- ☐ Check-in with the Jonesborough-Washington County History Museum staff, who will facilitate your visit. Turn in admission fees to museum staff.
- ☐ Line up students on the porch of the Visitor's Center the way you have practiced.
- ☐ Walk toward Oak Hill School upon hearing the school bell.
- ☐ Give the Student List Sheet for class roll to Schoolmarm/master.

Departure from Oak Hill School (or Visitors Center):

- ☐ Help gather belongings (hats, coats, copybooks, lunch pails, etc.).
- ☐ Lead students toward bus.

Back in Your Own Classroom:

- ☐ If you collected the copybooks and certificates, pass them back to the students.
- ☐ Complete post-visit activities.
- ☐ Complete student and teacher evaluation sheets.
- ☐ Mail evaluation sheets to: Museum Education Specialist
Jonesborough-Washington County History Museum
117 Boone Street
Jonesborough, TN 37659

STUDENT LIST

(First Name Only, Real or Make Believe)

This list will be used by the schoolmarm or schoolmaster to call roll at the beginning of the day at Oak Hill School. Perhaps the children would like to make up a name for role-playing purposes. However, remind them to remember their make believe name so they can respond when called upon.

GIRLS (Shortest to Tallest)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

BOYS (Shortest to Tallest)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

82

Name Tags:



Oak Hill School



Oak Hill School



Oak Hill School



Oak Hill School



Oak Hill School



Oak Hill School



Oak Hill School



Oak Hill School

Oak Hill School
Heritage

Education

Center

Whereas _____ of Oak Hill School in Washington County, Tennessee, has completed the Elementary Course of Study in the one-room school education as provided by the Jonesborough-Washington County History Museum.

Now therefore this Certificate is awarded by the Jonesborough-Washington County History Museum

In testimony whereof witness our signatures.



Given at Oak Hill School in the County of Washington, State of Tennessee

this _____ day of _____ A.D. _____

Museum Director

Schoolmarm/master

*Glossary, Bibliography, and
Resource Material Suppliers*



Glossary

A capella—Without instrumental accompaniment

Articulate—To speak clearly and distinctly.

Batwing—A variation of the bowtie, having a very small knot, fashionable in the 1890s.

Bavolet—A ruffle attached to the back of a bonnet to protect a woman's neck from the sun.

Belfry—That part of a tower or steeple in which a bell or bells are hung.

Blackboard—A hard, smooth, dark surface used in a classroom for writing or drawing on with chalk. Boards of wood painted black.

Board and batten siding—The outside covering of a building with the batten being the strip of wood covering the seam.

Boiled shirt—Popular slang for a clean shirt (pronounced "biled").

Carding—The act of brushing wool using a metal or wire comb to straighten the fibers before spinning.

Cipher—To solve arithmetic problems.

Clapboard siding—A thin narrow board with one edge thicker than the other, used for covering the outer walls of frame houses.

Cloakroom—A room where wraps (coats) may be temporarily left.

Common schools—Schools built under the first attempt at public education, but without proper funding from the state for upkeep of the buildings.

Courting—Seeking affections and love for the purpose of engagement and marriage.

Cow chips—The dried manure of a cow or steer which is circular in shape and used for heating.

Crinoline—A an open-weave fabric of horse hair or cotton that is stiffened and used for petticoats. It is worn under a skirt to make it bulge out widely from the waist.

Curtsyng—A greeting made by bending the knees and dipping the body slightly, as a mark of respect.

Deface—To mar the appearance of, to injure.

Drawers—An article of clothing (as underwear) for the lower body.

Dunce cap—A cone-shaped hat, sometimes marked "D," which children slow at learning were formally forced to wear in school; also used as a punishment for children who misbehaved.

Ferula—An instrument (as a flat piece of wood) used to punish children. A rod.

Foundry—A place where metals are heated and poured into shapes.

Gable—The vertical triangular end of a building from eaves to ridge of the roof.

Galvanized bucket—A metal-plated bucket.

Garters—An elastic band by which a stocking is held in place on the leg.

Gourd—The dried shell of a squash-like plant that can be used for utensils such as a water dipper.

Grist mill—A mill used to grind grain.

Half-curtains—Curtains which cover only the bottom half of a window.

Hand-me-downs—Clothing that has been worn before by another child in the family.

Hewn—Wood that has been cut with an ax.

Hickory stick—A switch or cane made of hickory wood.

Hoe-downs—A gathering featuring square dancing.

Indulged—To take part in.

Inflict—To cause something painful to be endured.

Ink well—A container for ink.

Kindling—Sticks or small pieces of wood used to start a fire.

Knickerbockers—Loose breeches (pants) ending at the knee, worn by boys and men of sport from 1860 on.

Linseed oil—Oil obtained from flaxseed by pressure; it is used, because of its drying qualities, in making oil paints, etc.

Make your manners—Children curtsy or bow to show respect.

Manure—Material that fertilizes land, consisting of livestock waste product.

Mercantile—A storekeeper's (merchant's) shop for selling goods to the public.

Maxim—A concisely expressed principle or rule of conduct.

Ought—Should; to be expected to do.

Outhouse—A small building separate from but located near the main house; specifically an outdoor latrine (bathroom).

Pantalets—Long drawers with a ruffle at the bottom of each leg worn by women and children.

Parse—To describe the form, part of speech, and function of each word in a sentence.

Penmanship—The use of the pen in writing; the art or skill of handwriting.

Pot-bellied stove—A stove with a rounded shape.

Poultry—Domesticated birds kept for eggs or meat. Examples—chickens, ducks, turkeys.

Privy—A toilet; small shelter outside of a house, etc., containing a toilet.

Quashed—To stop. To suppress and extinguish completely.

Quill pen—A pen for writing, made of a stout feather.

Rafter—A sloping beam that helps form and support a roof.

Recitation—The act of reading or repeating aloud.

Recitation bench—The bench found in the front of a classroom where students sit for recitation lessons

Rote—To remember by memory alone without understanding or thought.

Scrollwork—Ornamental work cut out of wood with intricate patterns.

Scuttle—A bucket-like vessel of sheet metal used for carrying or holding coal.

Shake shingles—A thin wedge-shaped board laid with others in overlapping rows as the covering of roofs.

Shaving stand—A piece of wooden furniture used to hold shaving items such as a water bowl, towel, razor, and razor strap (leather strap used to sharpen razors).

Side board—A piece of dining room furniture having compartments and shelves for holding dishes and serving pieces.

Slate board—A piece of hard, fine grained rock used as a tablet for writing.

Slate pencils—A pencil of soft slate, used for writing on slates in school.

Subscription schools—Schools that charged a small fee for children to attend.

Suntime—The time of day when the sun was shining.

Spelldown—A spelling bee, especially one in which a participant is eliminated by a specified number of misspellings.

Toe the mark—A mark on the floor upon which students placed their toes before speaking to the schoolmarm/master.

Tongue-and-groove—A kind of joint in which a tongue or rib on one board fits exactly into the groove in another (usually in reference to flooring or ceiling boards).

Tranquility—Calmness.

Turn out—To come or go out from home (or school) in answer to a specific need.

Turn, rise, and pass—The motion children follow to leave their seats in the one-room schoolroom to march toward the **recitation bench** or to leave the classroom.

Victorian—Used in speaking of the morals, art, letters and taste of the time when Queen Victoria reigned in England 1837-1901.

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Authentic quill pen and ink kit

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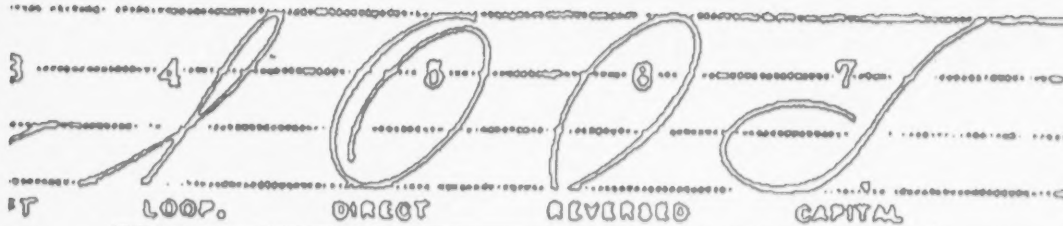
P.O. Box 268
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978-779-6275
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Paperback books on historical topics

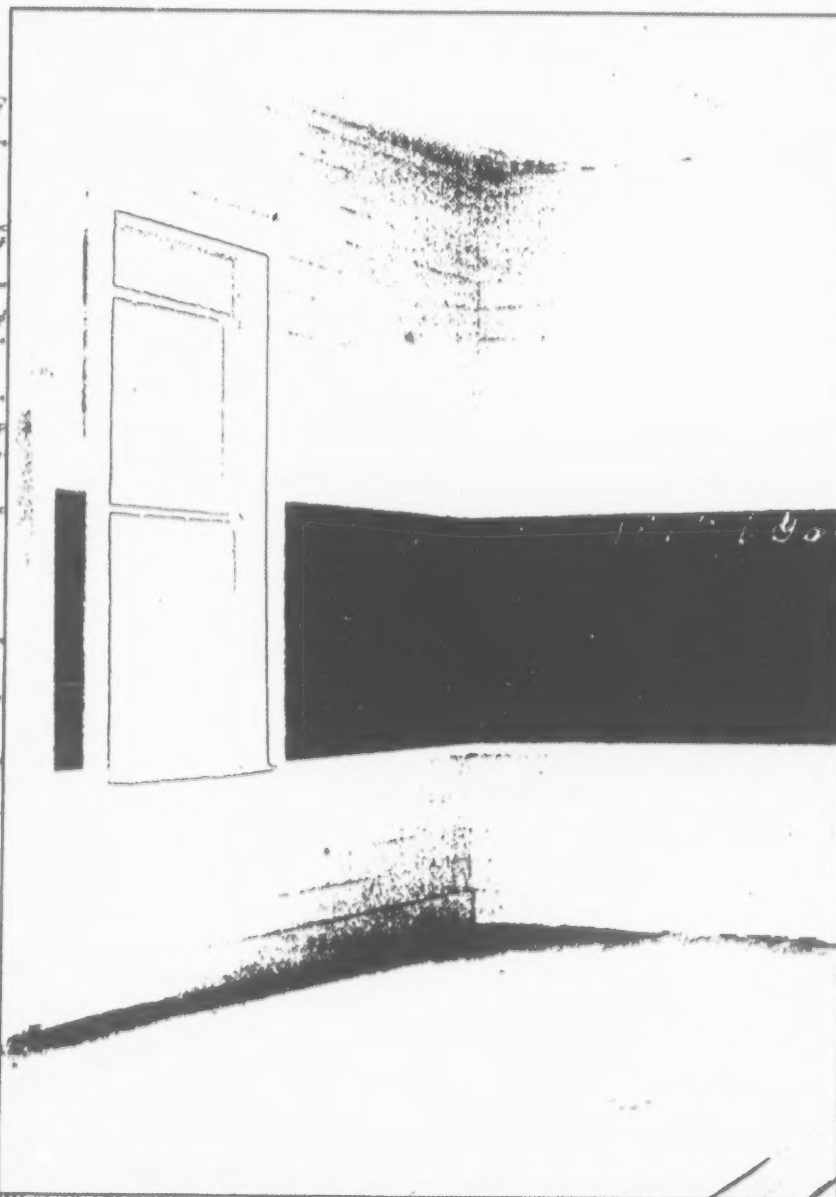
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Grand Rapids, OH 43522
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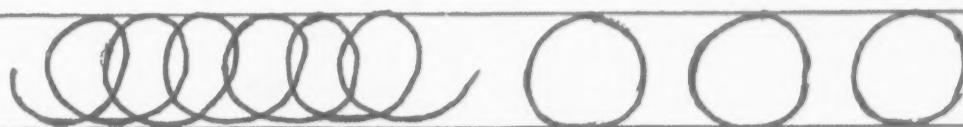
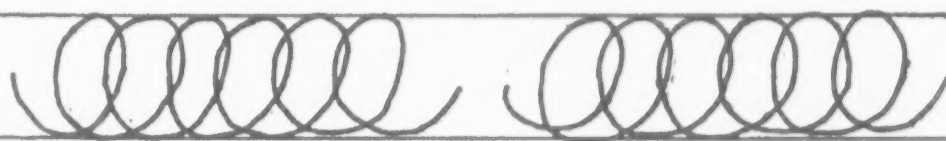
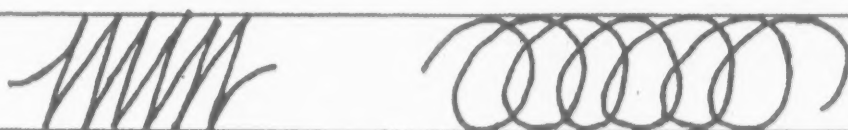
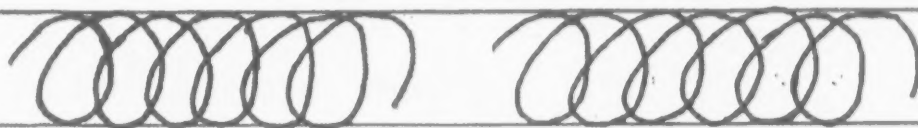
Goods and costumes for living history programs



Appendix



Copybook Pages



5

6

MAXIMS¹

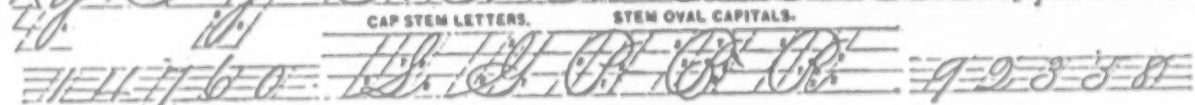
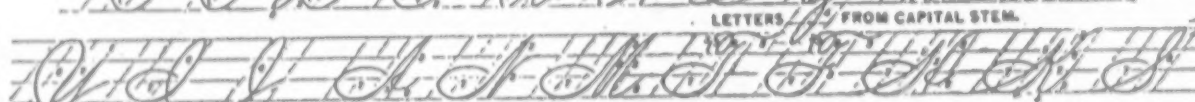
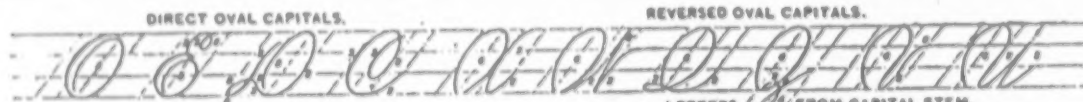
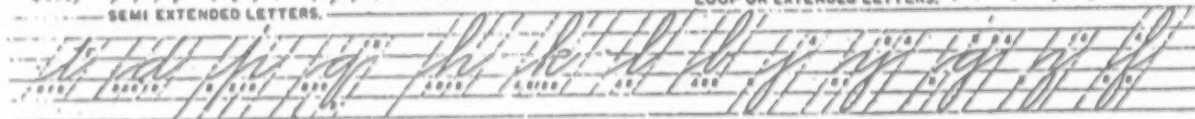
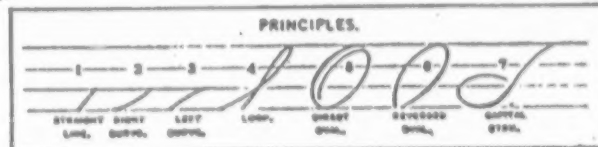
*A Bird in the hand is worth two in the bush.
A clear conscience fears no accusation.
A fool and his money are soon parted.
A place for everything, and everything in its place.
A friend in need is a friend indeed.
A guilty conscience needs no accuser.
A little leak will sink a great ship.
A penny saved is a penny earned.
A rolling stone gathers no moss.
A stitch in time saves nine.
As you sow so shall you reap.
An ounce of prevention is worth a pound of cure.
Be more ready to forgive than to return an injury.
Be slow to promise, and quick to perform.
Better late than never, but, better still, never late.
Better to be alone than in bad company.
Birds of a feather flock together.
Deeds are fruit; words are but leaves.
Depend not on fortune, but on conduct.
Evil communications corrupt good manners.
Honesty is the best policy.
Handsome is that handsome does.
It is more honorable to acknowledge our faults than to boast of our merits.
Idleness is the parent of many vices.
It is never too late to learn.
Kind words cost nothing, but are worth much.
Make hay while the sun shines.
Manners often make fortunes.
Never put off till tomorrow what you can and ought to do today.
Never trouble another to do for you what you can do for yourself.
People who live in glass houses should not throw stones.
Resist temptation till you conquer it.
Speak well of your friends, of your enemies say nothing.
Strike while the iron is hot.
To err is human, to forgive divine.
Where there is a will there is a way.
Zeal without knowledge is like fire without light.*

(The above maxims and proverbs should have a place in the memory of all. Teachers will do well to make them subjects of conversation and expansion occasionally.)

¹Hodges, G. C. (1885). "Maxims and Proverbs," *A Book of Short Quotations*, pp. 51-53.

HAND CHART OF SPENCERIAN WRITING.

GIVING PROPORTIONS, CLASSIFICATION, ANALYSIS, ETC OF LETTERS.



The rule for measuring both the heights and widths of letters and figures, in medium standard writing, is the vertical height of small i, and is called a *space*. On the above chart the dotted horizontal straight lines show the spaces in height, and the oblique straight lines the spaces in width, of each letter, exhibiting clearly their proportions. Thus, we see at a glance that small i is one space in height, and three spaces in width. The small figures about the letters designate the Principles of which they are composed. The a, for example, is composed of principles 1, 2, 3, 4. In respect to the diagram showing the three ways in which principles join to form letters, it should be noted that, in small letters, the union is always by angle or short turn, while in capitals the broad turn prevails with occasional short turns and angles.

Quilt Square Illustrations - Not to Scale

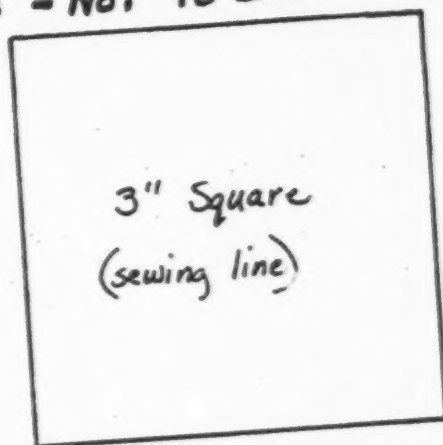
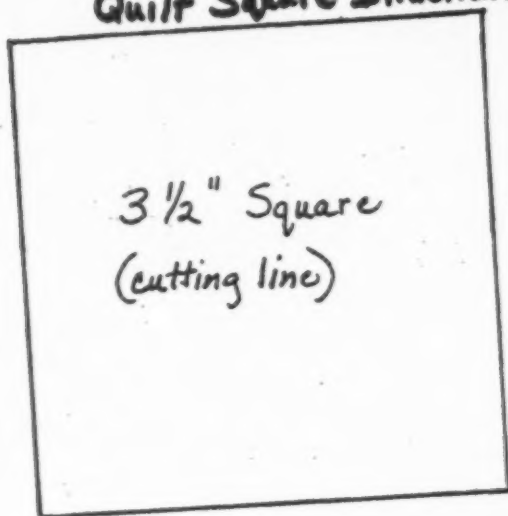


Illustration I

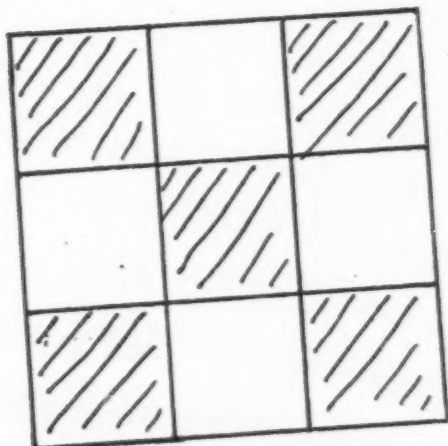


Illustration 2

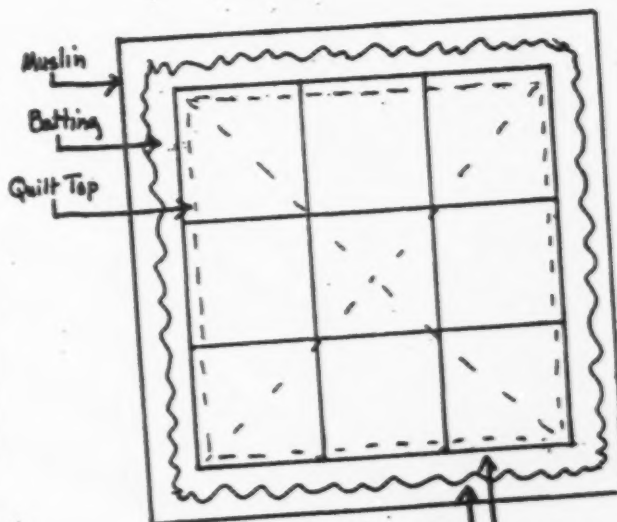


Illustration 3

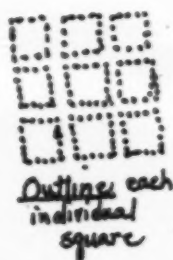
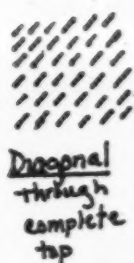


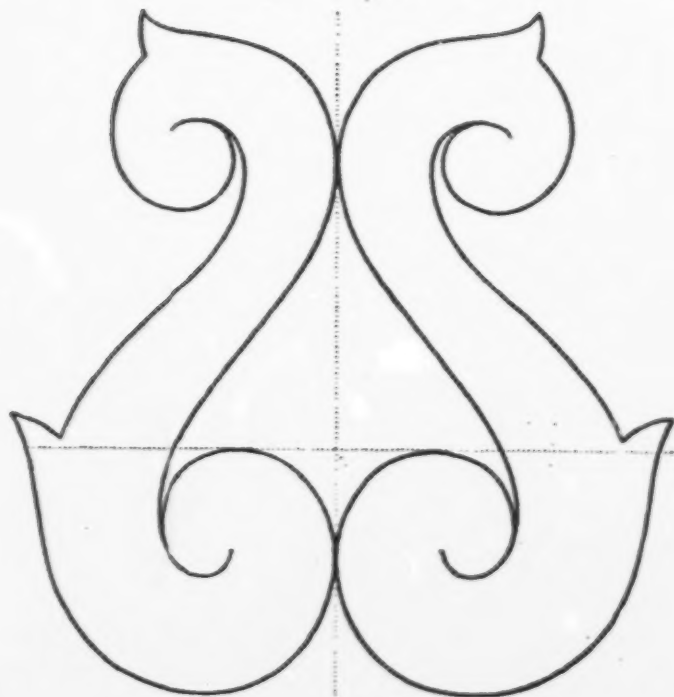
Illustration 4

Trim
Batting

Step 1 → Bring
backing up
over quilt top
and turn under a
small hem.
Slip Stitch

Krusi's Drawing

Two reversed spirals.



8-8

Copy.



Appendix

1872 WASHINGTON COUNTY TEACHER'S GUIDELINES OF CONDUCT

These guidelines, issued in 1872 by the Washington County Department of Education, were the rules of conduct for that time period.

1. Teachers each day will fill lamps, clean chimneys.
2. Each teacher will bring a bucket of water and a scuttle of coal for the day's session.
3. Make your pens carefully. You may whittle nibs to the individual taste of the pupils.
4. Men teachers may take one evening each week for courting purposes, or two evenings per week if they go to church regularly.
5. After 10 hours in school, teachers may spend the remaining time reading the Bible or other good books.
6. Women teachers who marry or engage in unseemly conduct will be dismissed.
7. Every teacher should lay aside from each pay a goodly sum of his earnings for his benefit during the declining years so that he will not become a burden on society.
8. Any teacher who smokes, uses liquor in any form, frequents pool or public halls, or gets shaved in a barber shop will give good reason to suspect his worth, intention, integrity and honesty.
9. The teacher who performs his labor faithfully and without fault for five years will be given an increase of 25 cents per week in his pay, providing the Board of Education approves.

WORLD EVENTS OF THE LATE NINETEENTH CENTURY

1882

Electricity illuminates parts of New York and London.
American Baseball Association is formed.
Jumbo, the largest elephant in captivity, appears in Barnum and Bailey Circus.
Edison designs the first hydroelectric plant.
Daimler patents internal combustion engine powered by gasoline.
Tchaikovsky writes *1812 Overture*.
Mark Twain writes *The Prince and The Pauper*.
Carlo Collodi writes *Pinocchio*.

1883

Home Insurance Company builds first ten-story skyscraper in Chicago.
Volcanic eruption of Krakatoa kills thousands.
Bill Cody's "Wild West" show opens.
Brooklyn Bridge opens to pedestrians.
Metropolitan Opera House opens.
Mark Twain writes *Life on the Mississippi*.
Robert Louis Stevenson writes *Treasure Island*.

1884

Oxford English Dictionary begins publication.
 "Louisville slugger" bat is introduced.
 Coney Island, New York, opens world's first roller coaster.
 The first operation for the removal of a brain tumor takes place.
 Mark Twain writes Huckleberry Finn.
 "Rock-a-bye-baby" becomes a popular song.

1885

Sir Francis Galton devises an identification system using fingerprints.
 First successful appendectomy surgery is performed.
 Karl Benz builds the first successful gasoline driven motor.
 Eastman manufactures coated photographic paper.
 Grover Cleveland is President.
 Robert Louis Stevenson writes A Child's Garden of Verses.
 Vincent van Gogh paints *The Potato Eaters*.
 John M. Fox learns about golf in Scotland and introduces the game to America.

1886

Oak Hill School is built in Knob Creek, Tennessee.
 The last major Indian Wars are held in U. S.
 Geronimo is captured and sent to Florida as a prisoner.
 The gold rush to South Africa begins.
 Coca Cola goes on sale as a headache and hangover remedy.
 Great Plains drought begins.
 Blizzards and lack of grass kill 60% of range livestock.
 Statue of Liberty is dedicated.
 Steam is used to sterilize surgical instruments.
 Hydroelectric installations begin at Niagara Falls.
 Robert Louis Stevenson writes Kidnapped and Dr. Jekyll and Mr. Hyde.
 Seurat uses pointillism to paint *Sunday Afternoon on the Island of La Grande Jatte*.

1887

Anne Sullivan begins to teach Helen Keller.
 Edison invents the first motor driven phonograph.
 Sir Arthur Conan Doyle writes first Sherlock Holmes story, A Study in Scarlet.
 The Lincoln Memorial is completed in Washington, D.C.

1888

Benjamin Harrison is elected President, but Grover Cleveland leads the popular vote; Harrison wins by the electoral votes.
 Great Blizzard strikes the Eastern United States from March 11-14.
 Spain and Belgium hold the first recorded beauty contests.
National Geographic begins publication.
 Washington Monument is completed after forty years of sporadic construction.
 Eastman perfects Kodak box camera.
 World's first revolving door is installed.
 E. L. Thayer writes "Casey at the Bat."
 Vincent van Gogh paints *Sunflowers*.
 Sculptor Rodin creates *The Thinker*.

1889

Montana, Washington, North Dakota, and South Dakota join the Union as states 39 through 42.
 Oklahoma opens to non-Indian settlement. Sooners race to stake land claims.
 The White House installs electric lights.
 Andre Gustave Eiffel designs the 1,056 foot Eiffel Tower in Paris, France.
 Mark Twain writes A Connecticut Yankee in King Arthur's Court.

1890

Maryville, Tennessee, opens first electric plant, used by Maryville Woolen Mills.
 Idaho and Wyoming are added to the Union as states 43 and 44.
 Sioux land is opened to white settlers.
 Yosemite and Sequoia national parks are created.
 Chicago opens first entirely steel-framed building.
 Ellis Island in New York opens as an immigration depot.
 New York premieres first moving picture show.
 Tchaikovsky composes the ballet, *Sleeping Beauty*.

1891

An earthquake in Japan kills thousands.
 The Colorado gold rush begins.
 Walter Camp writes rule book for football and invents scrimmage line, 11-man team, signals, and quarterback position.
 Basketball is invented to occupy students between football and baseball seasons.

W.L. Judson invents the zipper.
Toulouse-Lautrec creates the first music hall posters.
Carnegie Hall opens in New York.
Wireless telegraphy begins.
Thomas Hardy writes Tess of the d'Urbervilles.
Mary Cassat paints The Bath.

1892

Oklahoma opens three million acres to settlement.
The Pledge of Allegiance is written.
Economic depression begins.
Sierra Club is formed by John Muir, to protect America's natural environment.
The escalator is invented.
The first automatic phone switchboard is invented.
The first Hawaiian pineapple cannery opens.
Sir Arthur Conan Doyle writes The Adventures of Sherlock Holmes.
Tchaikovsky composes the ballet, The Nutcracker Suite.
"Bicycle Built for Two" becomes a popular song.

1893

World Exhibition opens in Chicago. The exhibition features the first ferris wheel.
Art Nouveau movement appears in Europe.
Henry Ford builds the first car.
First open heart surgery is performed.
Dvořák composes New World Symphony #9.
"Happy Birthday to You" becomes a popular song.

1894

Oil is discovered in Corsicana, Texas.
Hershey starts the chocolate company in Pennsylvania.
First golf tournament is held in the United States.
Rudyard Kipling writes first Jungle Book.

1895

Columbia River salmon canning reaches a peak.
New York opens first pizzeria.
The first professional football game is held in Latrobe, Pennsylvania.
Biltmore House in Asheville, North Carolina, opens after five years of construction.
The motion picture camera is invented.
Diesel develops an engine that is powered by petroleum.
Michelin brothers produce pneumatic tires.

"America the Beautiful" becomes, unofficially, the national anthem.
H. G. Wells writes The Time Machine.
Stephen Crane writes The Red Badge of Courage.

1896

Utah becomes the 45th state.
First modern Olympics is held in Athens, Greece.
Klondike gold rush in Canada begins.
Cracker Jack candy is introduced.
Niagara Falls hydroelectric plant opens.
First mechanically propelled flying machine travels 3000 feet, powered by steam.
"When the Saints Go Marching In" becomes a popular song.

1897

Gold from the Klondike Rush helps end the four-year depression.
First Boston Marathon is held.
Bram Stoker writes Dracula.
John Philip Sousa composes Stars and Stripes Forever.

1898

Motor car production reaches 1000, up from 100 in 1897.
Atlantic City Amusement Park opens.
First photographs using artificial light are developed.
Zeppelin builds airship.
H. G. Wells writes The War of the Worlds.
"When You Were Sweet 16" becomes a popular song.

1899

Coca Cola is bottled.
"Hamburg" is used by Americans to identify chopped beefsteak.
Scott Joplin produces first ragtime music in sheet form.
Sound is recorded magnetically for the first time.
John Dewey writes School and Society.
"My Wild Irish Rose" becomes a popular song.

1900

A hurricane in Texas kills thousands.
The average age at death is 47.
One in seven homes has a bathtub.
Human speech is transmitted by radio waves.
Lyman Frank Baum writes The Wizard of Oz.

PRESIDENTS OF THE 1890s

Grover Cleveland

Grover Cleveland was the 22nd President, serving from 1885 to 1889. He was also the 24th President, serving from 1893 to 1897.

In 1886 President Cleveland married Frances Folsom. Two of President and Mrs. Cleveland's five children were born in the White House. The Cleverlands liked to have visitors in the White House and hosted several receptions each week.

During Cleveland's presidency, the first law to regulate railroads was signed. In 1893, during his second term in office, an acute depression occurred. There were many business failures, farm foreclosures, and much unemployment. He dealt directly with the Treasury reserves, maintaining them during this depression.

Benjamin Harrison

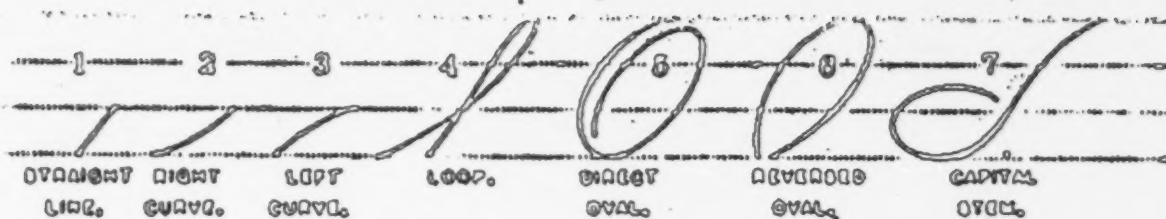
Benjamin Harrison was America's 23rd President, serving from 1889 to 1893. He was the grandson of President William Henry Harrison. Harrison was elected President by the electoral

college, after receiving 100,000 fewer popular votes than Cleveland. John Phillip Sousa's Marine Corps band played for his inaugural ball.

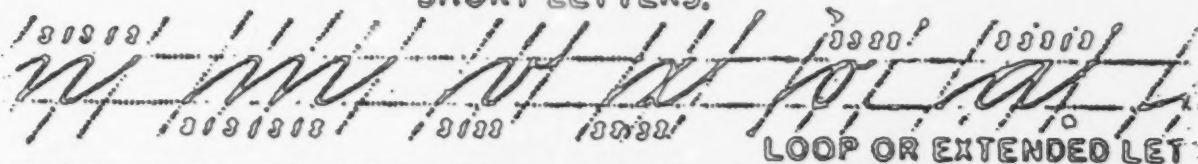
President Harrison was only five feet, six inches tall and was known by the nickname "Little Ben."

The centennial of President Washington's inauguration occurred while Harrison was President. This event sparked a renewed interest in American history. President Harrison's wife, Caroline, founded the society of the Daughters of the American Revolution. Mrs. Harrison also established the collection of china which is now associated with White House history.

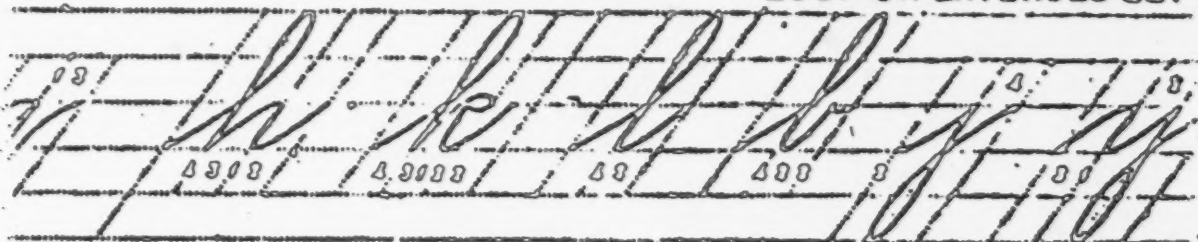
Three generations of the Harrison family lived at the White House while President Harrison was in office. His grandson Benjamin, "Baby McKee," was often photographed as he drove a goat cart across the White House grounds. The goat cart once ran away with "Baby," and President Harrison was seen running down Pennsylvania Avenue in his top hat and frock coat trying to catch the cart.



SHORT LETTERS.

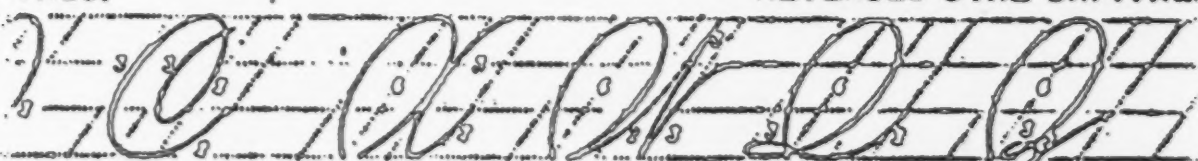


LOOP OR EXTENDED LET

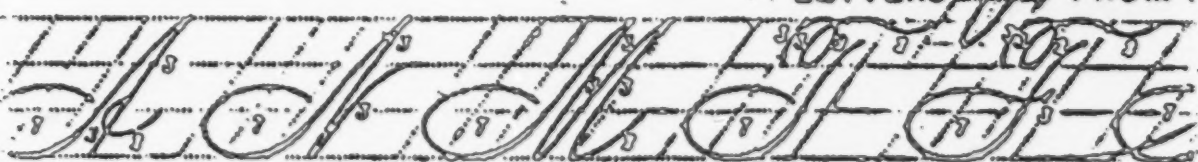


TALS.

REVERSED OVAL CAPITAL:



LETTERS FROM C



CAP STEM LETTERS.

STEM OVAL CAPITALS.



SPACES BETWEEN LETTERS AND WORDS.



James

The Jonesborough-Washington County History Museum is Part of the Town of Jonesborough, Tennessee.